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PROGRAM EVALUATION

ÉVALUATION des PROGRAMMES

Canada

KATIMAVIK FRAMEWORK STUDY
PART I
RATIONALE, EVALUATION ISSUES AND APPROACHES

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Ottawa, Ontario

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December, 1983

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EXECUTIVE SUMMARY

Purpose of the Study

The Katimavik program has recently been the subject of an overall policy review and, as a result, has received affirmation and gained approval in principle for funding for five years. The Department of the Secretary of State has commissioned a framework study to provide an accurate and current description of the Katimavik program and, based on that description, a careful development of the possibilities for future evaluation. DPA Consulting Limited was contracted to carry out the work under the guidance of an Advisory Committee chaired by the Director, Program Evaluation Directorate.

This report presents a review of the program's rationale, a list of evaluation issues (with associated indicators, data requirements, methods of analyses and so on) and a description of possible approaches to the evaluation of the program. Although a brief overview of Katimavik is included, for a fuller description the reader should refer to Part II, the Katimavik Component Profile (April, 1983) which is available as a separate document.

Program Description

Katimavik is a national volunteer services and development program for Canadian youth. OPCAN, a private, non-profit corporation established in 1977, administers Katimavik. Delivery of the program is wholly funded by the Department of the Secretary of State under the Citizenship and Culture Program. In the last program year (Year VI) expenditures were $15.8 million. This provided 1,650 participant positions, and 1,400 participants completed the experience.

Katimavik's target population is Canadian youth, and its target activity consists of a series of work projects and activities in which the participants are engaged. Participants, who represent a cross-section of Canada's youth population, live and work together over a nine month period comprising three trimesters spent in three different regions in Canada. To complement the participants' activities in the general program, Katimavik includes an optional three month military experience that may replace one civilian project.

Program Objectives

The purpose of Katimavik is described as:

- "raising the level of awareness and concern of young Canadians for the well-being of others, for the quality of life in Canadian society, as well as their capacity and willingness to contribute to it in the future by providing young Canadians with assistance and opportunities to enrich and further their personal development, their sense of responsibility and their perception of harmonious development in society;

    - by giving young Canadians training and experience in work of lasting value for the host community and for society at large;

    - by training and preparing young Canadians to contribute to environmental protection and harmonious development in a society with limited resources;

    - by enabling young Canadians to know and appreciate Canada's regional and cultural diversity, its official languages, its future potential and aspirations."

In addition, Canadian communities are intended to benefit directly from the Katimavik program in terms of the physical work performed or social services provided by projects that otherwise may not have been carried out for lack of funds or for other reasons. The Katimavik presence in the community also results in direct economic contributions through local project expenditures.

Program Logic Model

A program logic model was developed as part of the component profile to provide a basis for identifying evaluation issues and indicators. The model takes the key components of the program's objectives hierarchy and arrays them in cause and effect relationships which are designed to reflect the logic of the program and to provide a sound basis for the development of an evaluation framework.

As depicted in the exhibit on the following page, the program comprises six major elements (groups of activities), the ultimate purpose of which is to field the Katimavik program through a series of work projects, activities and other experiences.

The Katimavik experiences and activities - whether obtained through projects or group life experience - are the principal program outputs. It is through these that the program's impacts/effects are to be generated and its objectives achieved.

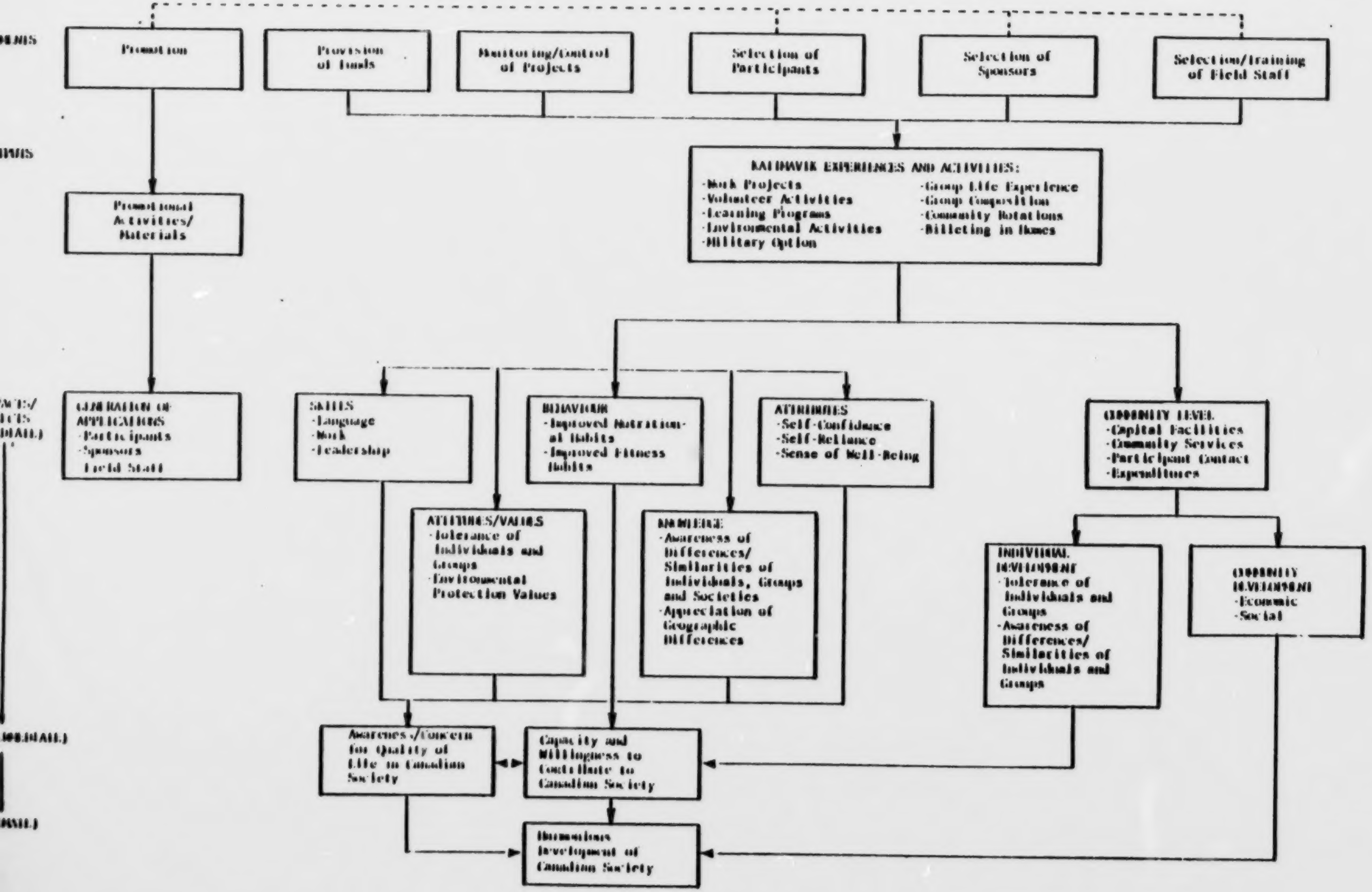
The desired immediate outcome of the program is to effect changes in the participants along a number of dimensions. These are summarized in the model in terms of:

- . skills
- . behaviour
- . attributes
- . attitudes/values
- . knowledge

At the same time, there are impacts and effects at the community level in terms of the creation of capital facilities and value added to existing facilities, provision of services, contacts with project participants and the expenditure of funds.

Finally, all changes effected at the individual level are seen as contributing to the capacity and willingness of individuals to contribute to Canadian society. In addition, changes at the individual Katimavik participant level have an impact on their ongoing awareness of, and concern for, the quality of life in Canadian society. All of the impacts and effects ultimately

OPCAN/KATIMAVIK PROGRAM LOGIC MODEL


Promotion
Provision of Funds
Monitoring/Control of Projects
Selection of Participants
Selection of Sponsors
Selection/Training of Field Staff
Promotional Activities/ Materials
KATIMAVIK EXPERIENCES AND ACTIVITIES:
-Work Projects
-Volunteer Activities
-Learning Programs
-Environmental Activities
-Military Option
-Group Life Experience
-Group Composition
-Community Rotations
-Billeting in Homes
GENERATION OF APPLICATIONS
-Participants
-Sponsors
-Field Staff
SKILLS
-Language
-Work
-Leadership
BEHAVIOUR
-Improved Nutritional Habits
-Improved Fitness Habits
ATTITUDES
-Self-Confidence
-Self-Reliance
-Sense of Well-Being
COMMUNITY LEVEL
-Capital Facilities
-Community Services
-Participant Contact
-Expenditures
ATTITUDES/VALUES
-Tolerance of Individuals and Groups
-Environmental Protection Values
KNOWLEDGE
-Awareness of Differences/ Similarities of Individuals, Groups and Societies
-Appreciation of Geographic Differences
INDIVIDUAL DEVELOPMENT
-Tolerance of Individuals and Groups
-Awareness of Differences/ Similarities of Individuals and Groups
COMMUNITY DEVELOPMENT
-Economic
-Social
Awareness/Concern for Quality of Life in Canadian Society
Capacity and Willingness to Contribute to Canadian Society
Harmonious Development of Canadian Society

contribute to the harmonious development of Canadian society in general.

The extent to which the intermediate and ultimate impacts/effects described in the model are achieved is contingent upon the degree to which the immediate effects/impacts are realized. Although the ultimate impacts/effects are too general for measurement purposes, the realization of the desired immediate and intermediate impacts/effects can be assessed through evaluation.

Program Rationale

A central part of an evaluation framework is an indication of the evaluation issues that should be addressed. These issues are derived from the explicit and implicit objectives of the program and the overall rationale for the program, both for its initial creation and for its continued implementation.

A clear rationale and set of basic assumptions about the need for the program are not articulated for Katimavik. The lack of an explicit rationale or statement of the problem(s) the program is designed to address is, to some extent, an issue in its own right. In addition, it poses difficulties for the development of an evaluation framework.

As a result, the study attempted to determine the rationale that is implied by the program's focus on youth development. Three broad, not mutually exclusive, alternatives were identified:

i. There are some perceived shortcomings in the education and experiences available to youth which need to be redressed through Katimavik if those youth are to function effectively in Canadian society.

ii. There are some perceived shortcomings in Canadian society generally (now and in the future) which can be addressed through creating a cadre of individuals with the knowledge, skills, attributes, etc. that Katimavik seeks to impart. or,

iii. There is an advantage to Canada in providing different and alternative experiences and activities to some Canadian youth than would otherwise be available to them, so as to achieve an additional flexibility and dimension to the development of Canadian society.

It is evident that the program intends to impart values and achieve some basic and lasting changes in participants, rather than impart simple knowledge or skills. However, interviews indicated that the way graduates are assumed to become different is not (and perhaps cannot be) explicitly defined.

Based on a review of the program objectives and the implicit and explicit values which are apparently at the basis of the program, the conclusion is that the program develops youth as the means toward some broader end, although that end is not clearly defined. In other words, the rationale implied by the program's objectives and apparent values is that there is a potential pay-off for Canadian society to be obtained from providing some youth with an alternative development experience, ie. alternative (iii) above.

This view of the program rationale is supported by the manner in which the program is implemented. For example, the program makes no attempt to select participants who have perceived shortcomings in terms of particular values. Similarly, the program does not explicitly concern itself with identifying or meeting specific shortcomings in Canadian society.

The study also reviewed Katimavik in the light of the Department's mandate and the objectives of the program and planning element under which it is supported. This showed the mandate and objectives to be sufficiently broadly cast as to support any one of the alternative rationales described above.

It was concluded that the balance of the evidence suggests that alternative (iii) is the current rationale for Katimavik. However, it is important to note that the lack of a clearly articulated rationale opens up the possibility of significant program "drift" which could undermine the relevance of any program evaluation framework adopted at this time. This means that it should be particularly important for any future evaluation assessment study to review the program rationale issues closely before recommending a specific evaluation work plan.

Evaluation Issues and Questions

A central part of an evaluation framework is an identification of the evaluation issues/questions that could potentially be addressed. Exhibit 3, in the body of the report, presents a listing of evaluation questions, together with appropriate indicators, data requirements and sources, broad indications of the types of analyses that might be performed and the reliability of resulting findings. In addition, each of the questions is allocated a priority based on an assessment of how urgently an answer is required and whether or not getting an answer would prove to be costly.

Table 1 on the following page lists the evaluation questions identified, grouped according to the priority status of each question.

The issues, questions and indicators are described in fairly general terms. Although sufficiently precise to direct the development of data collection mechanisms which will have to be designed prior to implementing any evaluation study, they will have to be reviewed during the planning for a specific evaluation study.

TABLE 1: EVALUATION ISSUES/QUESTIONS AND PRIORITIES

Evaluation Issues/Questions	Urgent Costly	Urgent Not Costly	Medium Urgency, Costly	Medium Urgency, Not Costly	Not Urgent
Program Rationale					
A.1 To what societal/individual needs does the program respond?					x
A.2 Is there a rationale for Government/Secretary of State of the program?					x
A.3 Does the program conflict with, duplicate or complement the intentions and results of other government programs?					x
Program Design					
B.1 How consistent are the objectives of the program with its stated or implicit rationale?		x			
B.2 Are the program activities and outputs plausibly linked to attainment objectives, intended effects and impacts? eg., military billeting work projects second language etc.		x			
B.3 Are the types of work projects undertaken consistent with program objectives?		x			
B.4 Are design characteristics (e.g. age bracket, size of group, location of projects etc.) plausibly linked to attainment of objectives?		x			

Evaluation Issues/Questions	Urgent Costly	Urgent Not Costly	Medium Urgency, Costly	Medium Urgency, Not Costly	Not Urgent
Program Delivery/Performance					
C.1 Are the structures and operations of the program adequate to deliver intended outputs?		x			
C.2 Do promotional materials, activities, etc. accurately represent the realities of the program?					x
C.3 To what extent do promotional activities and procedures reach the intended target population?		x			
C.4 To what extent do the participants represent the intended target population?		x			
C.5 What would participants have done had they not participated in Katimavik?		x			
C.6 Is the implementation of the program consistent with the design? What is the actual program being implemented from an individual participant perspective?	x				
C.7 Do criteria for the selection of field staff ensure that the most appropriate individuals are hired?				x	
C.8 Do criteria for selection of sponsors/projects assure - . optimum planning, organization and management of projects? .quality of project experience necessary for achievement of program goals?				x	
C.9 Does the current staff training program adequately prepare staff to fulfill their respective roles, functions, & responsibilties?				x	
C.10 Are working terms & conditions, and support available to field staff commensurate with their responsibilities?				x	
C.11 Do projects operate as planned?				x	

Evaluation Issues/Questions	Urgent Costly	Urgent Not Costly	Medium Urgency, Costly	Medium Urgency, Not Costly	Not Urgent
C.12 Are participants adequately trained to carry out their work projects?					x
C.13 What is the level & quality of of service/support provided by OPCAN/Katimavik to sponsors to field staff?					x
Unintended Results					
D.1 What are the unintended effects of the program on participants? on drop outs? on communities?			x		
D.2 Is alienation experienced by a significant proportion of program participants? What participants are most likely to experience alienation?			x		
D.3 What is the cost of the program to the parents of participants?					x
D.4 Does the program provide for the enhancement of federal visibility?					x
D.5 What are the impacts of the program on field staff?					x
D.6 How does Katimavik compare with government programs directed specifically to job creation?				x	
D.7 Does Katimavik enhance the future employability of its graduates?			x		
Program Effectiveness					
E.1 Did the program have the desired immediate or short-term impacts on participants (completers and drop outs), host communities?	x				
E.2 What are the long-term program effects on participants?	x				

Evaluation Issues/Questions	Urgent Costly	Urgent Not Costly	Medium Urgency, Costly	Medium Urgency, Not Costly	Not Urgent
E.3 What program elements have the greatest impact on participants?	x				
E.4 What are the benefits/costs of the program to host communities?			x		
E.5 How do staff, sponsors, communities, participants and parents perceive the Katimavik experience?				x	
Program Efficiency					
F.1 How can program processes/operations be modified to increase efficiency?				x	
F.2 What is the cost per participant over time? How does it compare with other similar or related programs?				x	
F.3 Are there economies of scale involved in the program?		x			
Design Alternatives					
G.1 What is the optimal group size for the realization of of program objectives?			x		
G.2 What is the optimal age range of participants for the achievement of of program objectives?			x		
G.3 How significant are differing participant reasons for entering the program for the realization of program goals?					x
G.4 Does the location of the project (ie - urban vs. rural) influence the extent to which program objectives are achieved?			x		
G.5 What is the optimum duration, structure, organization & content of the Katimavik experience?	x				

Evaluation Approaches

Ideally, the scope of an evaluation should be comprehensive - it should collect information about inputs, activities, outputs and outcomes. The ideal is difficult to achieve, however, and must be tempered by known realities about the program, about the reasons for conducting an evaluation and about the resources that are available.

In practice, evaluation is best undertaken on a phased, step-by-step basis, with inputs and activities assessed first and then outputs and outcomes. This phased approach can be used to ensure that, before moving to an evaluation of outcomes, there is reasonable assurance that the program is being implemented as planned, or at least that there is a clear understanding of what the program's intervention entails. It can be wasteful of scarce evaluation resources to invest in an evaluation of impacts/effects and objectives achievement if such assurance or understanding does not exist.

The following factors are relevant in developing an evaluation approach for Katimavik.

1. Katimavik has no formally stated rationale. Its objectives are both ambitious and vague and it attempts to develop elusive qualities in individuals, such as awareness, concern, sense of responsibility, etc.

2. The Katimavik intervention process is poorly defined and understood. Although the program is intended to provide or create the opportunity for an "experience" for youth, the content of this experience is only loosely structured.

3. With the new formal objectives, the program has defined itself as a youth development program. Other sub-objectives are seen as contributing to this central

aim or objective.

4. The many aspects of youth development which the program attempts to influence are difficult to measure in unequivocal terms. Few, if any, suitable measures exist already. The development of reliable and valid tests, calibrated to the Katimavik population, would be time consuming and extremely expensive.

5. It is important to retain an appropriate balance between the type of experience that Katimavik sets out to provide and the bureaucracy inherent in extensive data gathering, testing, measurement and so on, especially if applied on an ongoing and universal basis.

6. Katimavik is administered by a private corporation and is, therefore, not a government program in the full sense.

7. The costs of implementing a comprehensive evaluation of Katimavik (either in the context of one study or over time) are high. At the same time there is uncertainty with respect to the extent to which evaluation findings would be likely to influence policy and program development.

In light of the analysis and the considerations described above the following recommendations relating to the future evaluation of Katimavik are made.

Recommendations

1. A data collection mechanism should be developed to allow the gathering of reliable information on the nature and extent of program interventions at the participant level. This can be done outside the context of any particular evaluation study and would be applied in any one of them.

2. When a reliable data collection mechanism has been developed, a comprehensive evaluation of program design and process (focussed on inputs, activities and outputs) should be completed as a basis for program development and subsequent outcome evaluation work.

3. Part of the process of planning an outcome evaluation should include a review of validated tests/measures in terms of their potential applicability to the Katimavik participants. The Department should not invest the extensive resources that would be required to develop and test unique measures.

4. In view of the nature of the program, there should be no imposition of additional across-the-board and ongoing data requirements. Rather, specific techniques should be designed and then implemented on an as and when required basis using appropriate sampling procedures.

5. Based upon the implicit program rationale, an outcome evaluation should concern itself with long term as well as immediate outcomes.

6. Insofar as outcome evaluation is concerned, if resources for evaluation impose a significant constraint on the approach to be adopted, it would be appropriate to undertake a more narrowly focussed evaluation of immediate and long term outcomes rather than a broadly based evaluation of immediate outcomes only.

1.0 INTRODUCTION

The Office of the Comptroller General (OCG) has prepared guidelines for the program evaluation function that should govern the general approach and methodology adopted for the evaluation of the Katimavik program. In particular, the OCG has indicated that all programs should have, as part of their design, a program component profile and an evaluation framework so that the program may be adequately evaluated in the future.

The Katimavik program has recently been the subject of an overall policy review and, as a result, has received affirmation and gained approval in principle for funding for five years. In light of these developments and in accordance with the Program Evaluation Plan of the Department of the Secretary of State, the Department commissioned a framework study to provide an accurate and current description of the Katimavik program and, based on that description, a careful development of the possibilities for future evaluation.

DPA Consulting Limited was contracted to carry out the work under the guidance of an Advisory Committee chaired by the Director, Evaluation (Directorate Department of the Secretary of State), and comprising representatives of the Evaluation Directorate and the Youth Participation Directorate (Secretary of State); OPCAN; the Office of the Comptroller General of Canada; the Treasury Board Secretariat; the Ministry of State for Social Development; and, Statistics Canada. The study proceeded through a number of phases, involving the following:

- review of relevant literature;
- review and analysis of selected program documents, including previous evaluations;
- reviews of operational and administrative data;
- field visits to project sites to discuss the program with field staff and participants;

- interviews with officials of OPCAN/Katimavik and the Department of the Secretary of State;

- the development of an Issues Paper and subsequent discussions with the study Advisory Committee;

- the development and review of a program logic model; and

- the development of a Design Options paper and review by the Advisory Committee.

An evaluation framework lays the groundwork for subsequent evaluation assessments and evaluation studies of the program component by broadly outlining what is to be evaluated, how, and what the implications are for information/data requirements. As such, the framework includes:

i. an indication of the evaluation issues that should be addressed;

ii. an indication, in general terms, of the evaluation indicators that can be used to describe and evaluate program performance;

iii. an identification of the data/information requirements needed to address the evaluation issues; and

iv. broad estimates of timing and resource requirements.

Decisions on which, if any, parts of an evaluation framework to implement within the context of a specific study would be based on the findings of a future evaluation assessment.

The purpose of this report is to present a review of the program's rationale, a list of evaluation issues (with associated indicators, data requirements, methods of analyses and so on) and a description of possible approaches to the evaluation of the program. Although a brief overview of Katimavik is included, for a fuller description the reader should refer to Part II, the Katimavik Component Profile, which is available as a separate document.

2.0 THE KATIMAVIK PROGRAM

2.1 Program Description

Katimavik is a national volunteer services and development program for Canadian youth. OPCAN, a private, non-profit corporation established in 1977, administers Katimavik. Delivery of the program is wholly funded by the Department of the Secretary of State under the Citizenship and Culture Program. In the last program year (Year VI) expenditures were $15.8 million. This provided 1,650 participant positions, and 1,400 participants completed the experience.

Katimavik's target population is Canadian youth, and its target activity consists of a series of work projects and activities in which the participants are engaged. Participants represent a cross-section of Canada's youth population: they are Canadian citizens or landed immigrants; they are single; and they are aged 17 to 21 years. In addition, the Katimavik program requires that candidates must be physically, mentally and emotionally fit to be able to cope with the demands of the program.

Program participants live and work together over a nine month period comprising three trimesters spent in three different regions in Canada. This experience is intended to further the participants' personal development and awareness, knowledge and understanding of Canada through projects designed to serve Canadian communities. To complement the participants' activities in the general program, Katimavik includes an optional three month military experience that may replace one civilian project.

Canadian communities are intended to benefit directly from the Katimavik program in terms of the physical work performed or social services provided by projects that otherwise may not have been carried out for lack of funds or for other reasons. The Katimavik presence in the community also results in direct economic contributions through local project expenditures.

2.2 Program Objectives

The draft Memorandum of Agreement between the Government of Canada and OPCAN for Year VII of Katimavik described the purpose of Katimavik as:

- "raising the level of awareness and concern of young Canadians for the well-being of others, for the quality of life in Canadian society, as well as their capacity and willingness to contribute to it in the future by providing young Canadians with assistance and opportunities to enrich and further their personal development, their sense of responsibility and their perception of harmonious development in society;

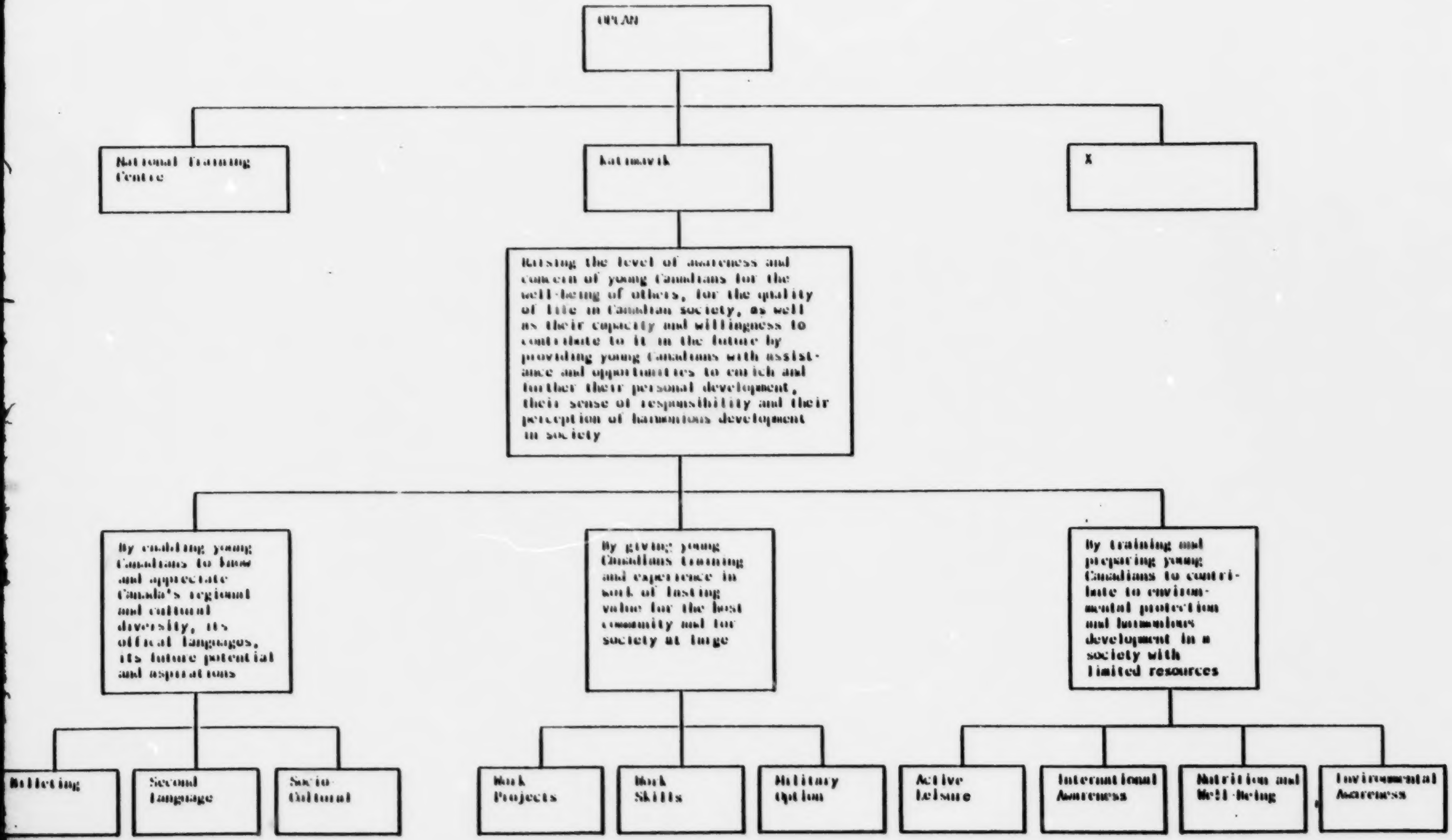
  - by giving young Canadians training and experience in work of lasting value for the host community and for society at large;

  - by training and preparing young Canadians to contribute to environmental protection and harmonious development in a society with limited resources;

  - by enabling young Canadians to know and appreciate Canada's regional and cultural diversity, its official languages, its future potential and aspirations."

Exhibit 1 describes the hierarchy of objectives, sub-objectives and supportive and learning programs as approved by the Katimavik/OPCAN Board of Directors.

T 1 : OPCAN/KATIMAVIK HIERARCHY OF OBJECTIVES, SUB-OBJECTIVES AND KATIMAVIK LEARNING PROGRAMS (DECEMBER, 1982)*


OPCAN
National Training Centre
Katimavik
X
Billeting
Second Language
Socio-Cultural
Work Projects
Work Skills
Military Option
Active Leisure
International Awareness
Nutrition and Well-Being
Environmental Awareness

Raising the level of awareness and concern of young Canadians for the well-being of others, for the quality of life in Canadian society, as well as their capacity and willingness to contribute to it in the future by providing young Canadians with assistance and opportunities to enrich and further their personal development, their sense of responsibility and their perception of harmonious development in society

By enabling young Canadians to know and appreciate Canada's regional and cultural diversity, its offical languages, its future potential and aspirations

By giving young Canadians training and experience in work of lasting value for the host community and for society at large

By training and preparing young Canadians to contribute to environmental protection and harmonious development in a society with limited resources

epared by OPCAN

2.3 Program Logic Model

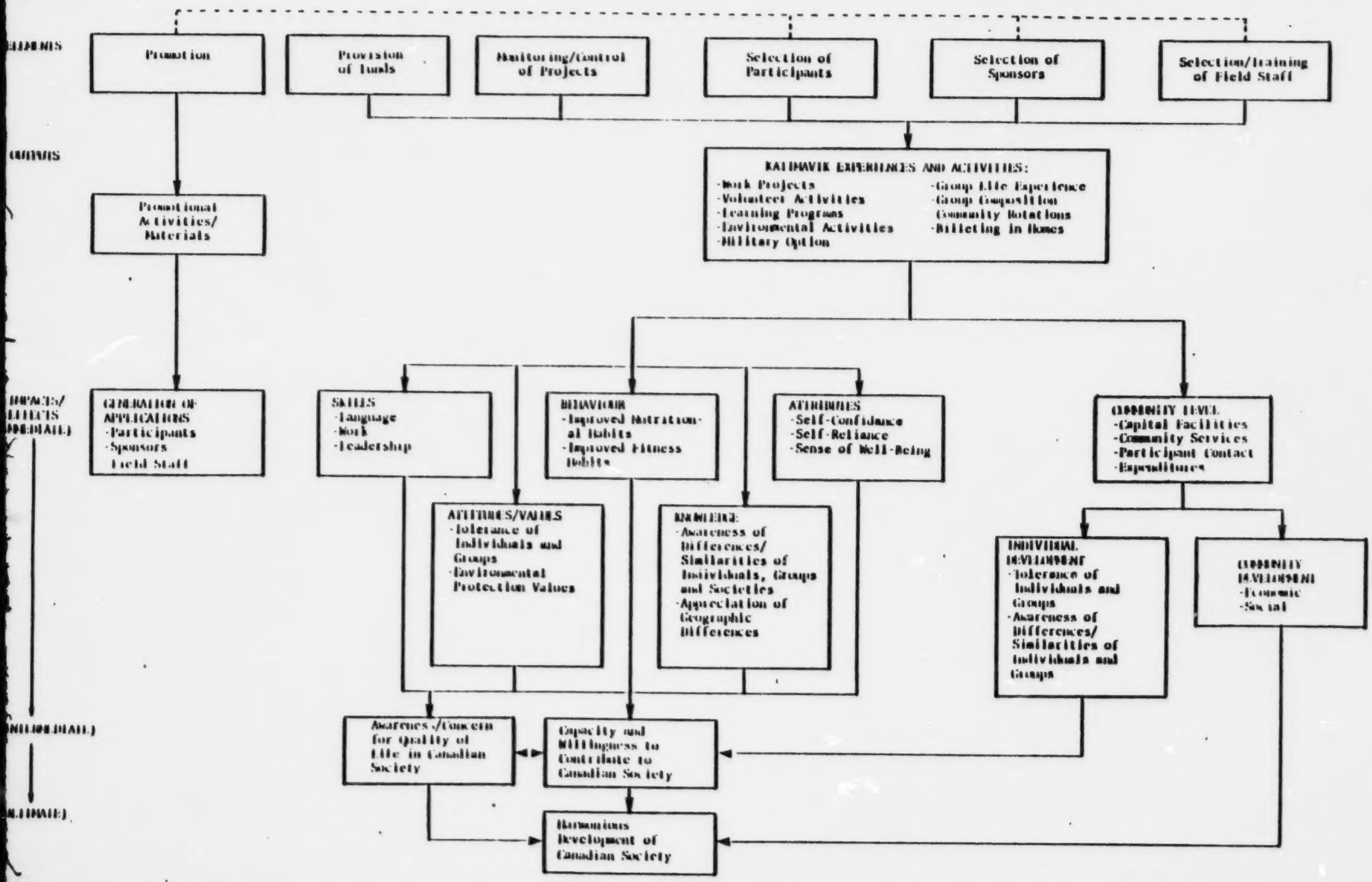
Exhibit 2 summarizes, in graphic form, the major characteristics and logic of the Katimavik program in terms of its elements, outputs and impacts/effects. This logic model was developed as part of the component profile for the specific purpose of assisting with the identification of evaluation issues and indicators. As such, it represents a major link between the component profile and the evaluation framework.

It should be noted that the model does not parallel the program's hierarchy of objectives. Rather, the model takes all the key components of the objectives hierarchy and arrays them in cause and effect relationships which are designed to reflect the logic of the program and to provide a sound basis for the development of an evaluation framework.

As depicted in Exhibit 2 the program comprises six major elements: promotion, provision of funds, monitoring and control of projects, selection of participants, selection of sponsors, and the selection/training of field staff. The elements can be viewed as groups of activities (e.g. solicitation, review and approval of applications - both from participants and sponsors, based on pre-established criteria; the formation of projects, groups, etc.). The ultimate purpose behind these elements is to field the Katimavik program through a series of work projects, activities and other experiences.

In the global sense, the Katimavik experiences and activities - whether obtained through projects or group life experience - are the principal program outputs. It is through these that the program's impacts/effects are to be generated and its objectives achieved. The range of activities, projects and experiences which define the total Katimavik experience is summarized as follows:

IT 2 : OPCAN/KATIMAVIK PROGRAM LOGIC MODEL


ELEMENTS
OUTPUTS
IMPACTS/
EFFECTS
EDIATE)
INTERMEDIATE)
LTIMATE)
Promotion
Provision of Funds
Monitoring/Control of Projects
Selection of Participants
Selection of Sponsors
Selection/Training of Field Staff
Promotional Activities/ Materials
KATIMAVIK EXPERIENCES AND ACTIVITIES:
-Work Projects
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-Learning Programs
-Environmental Activities
-Military Option
-Group Life Experience
-Group Composition
Community Rotations
-Billeting in Homes
GENERATION OF APPLICATIONS
-Participants
-Sponsors
Field Staff
SKILLS
-Language
-Work
-Leadership
BEHAVIOUR
-Improved Nutritional Habits
-Improved Fitness Habits
ATTRIBUTES
-Self-Confidence
-Self-Reliance
-Sense of Well-Being
COMMUNITY LEVEL
-Capital Facilities
-Community Services
-Participant Contact
-Expenditures
ATTITUDES/VALUES
-Tolerance of Individuals and Groups
-Environmental Protection Values
KNOWLEDGE:
-Awareness of Differences/ Similarities of Individuals, Groups and Societies
-Appreciation of Geographic Differences
INDIVIDUAL DEVELOPMENT
-Tolerance of Individuals and Groups
-Awareness of Differences/ Similarities of Individuals and Groups
COMMUNITY DEVELOPMENT
-Economic
-Social
Awareness/Concern for Quality of Life in Canadian Society
Capacity and Willingness to Contribute to Canadian Society
Harmonious Development of Canadian Society

- work projects
- volunteer community activities
- learning programs
- environmental activities
- military option
- group life experience
- composition of teams (reflection of Canada)
- rotations through three communities
- billeting in community homes

In terms of measurement of outputs, the important dimension is not a count or listing of the activities or experiences per se, but rather, measures of the type and duration of exposure of participants to Katimavik activities and experiences. Measures which could be employed in collecting information on these outputs include, for example:

- hours of language programming, by type
- hours of work experience, by type
- hours of active leisure
- geographical placements
- cultural placements by category
- etc.

Other outputs of the program flow from the promotion element and include outputs such as materials, campaigns, etc. produced for the purpose of soliciting applications from potential participants, sponsors and field staff.

The desired immediate outcome of the program (see Section 2.2 above) is to effect changes in the participants along a number of dimensions. These are summarized in the model in terms of:

- skills
- behaviour
- attributes
- attitudes/values

- knowledge

It should be noted that the majority of these immediate impacts and effects are potentially measurable (by means of tests, indicators, indices, etc). Furthermore, they are directly linked to the content of the program and its process. Consequently, strengths and weaknesses of program delivery in relation to desired impacts and effects can potentially be assessed.

At the same time, there are impacts and effects at the community level in terms of the creation of capital facilities and value added to existing facilities, provision of services, contacts with project participants and the expenditure of funds. These, in turn, affect the economic and social development of communities as well as the development of individual community members.

Finally, all changes effected at the individual level (whether participants or community members) are seen as contributing to the capacity and willingness of individuals to contribute to Canadian society. In addition, changes at the individual Katimavik participant level have an impact on their ongoing awareness of, and concern for, the quality of life in Canadian society. All of the impacts and effects ultimately contribute to the harmonious development of Canadian society in general.

The extent to which the intermediate and ultimate impacts/effects described in the model are achieved is contingent upon the degree to which the immediate effects/impacts are realized. Although the ultimate impacts/effects are too general for measurement purposes, the realization of the desired immediate and intermediate impacts/effects can be assessed through evaluation.

3.0 PROGRAM CONCEPT/RATIONALE

As previously indicated, an evaluation framework for a program lays the groundwork for subsequent evaluation assessments and evaluation studies of a program component by broadly outlining what is to be evaluated, how, and what the implications are for information/data requirements. A central part of such a framework is an indication of the evaluation issues that should be addressed. These issues are derived from the explicit and implicit objectives of the program and the overall rationale for the program, both for its initial creation and for its continued implementation. This section reviews the program concept and rationale and provides a basis for identifying evaluation issues and questions.

3.1 Statement of Rationale

A clear rationale and set of basic assumptions about the need for the program are not articulated in Katimavik documents, and were not apparent in interviews with program implementors. The Katimavik program component profile prepared by the Department of the Secretary of State in 1980 reported on a review of early documentation for a program rationale:

> "No explicit program rationale was directly available in any of these original documents. In the original memorandum to Cabinet on "Operation Canada", under Section 1 "The Problem", several points are expressed regarding the genesis of the program concept. The response to the question, why Katimavik, is mostly a description of what is happening with youth today. The program simply assumes that nation building, Canadian identity, alternate youth education, youth adjustment to career, and citizenry education and involvement are all badly in need of assistance. 'Operation Canada is a response designed to meet the expectations of Canadian contemporary society.' The argument includes a test of public acceptance of the program proposition. No

> convincing argument in favour of this program alternative is given." (Quoted from 1980 Component Profile).

The lack of an explicit rationale or statement of the problem(s) the program is designed to address is, to some extent, an issue in its own right. In addition, it poses difficulties for the development of an evaluation framework. When the rationale for the program is not explicit and well documented, the program may change over time and render any evaluation framework inoperative.

Indeed, there is evidence that the main thrust or direction of Katimavik has shifted somewhat in the past. This is reflected in the annual agreements that have been signed between OPCAN and the Government of Canada. A recent internal historical review of these agreements states,

> " In Year I, the contract is written more for the participant's development than the communities. In later contracts, we shift from a selfish stance to an altruistic one, from a concentration on the individual to a perception of our impact on the whole society, and we drop the stress on fitness, lower the emphasis on nutrition and promote the project as our main raison d' etre." (Quoted from Review of Katimavik Program Description, p. ii.)

In the late fall of 1982 a review of objectives and their relationship to each other was conducted by the OPCAN Board. It was concluded then that the program has one central purpose or main thrust, and three related sub-objectives through which the main objective is to be accomplished (see Section 2.2). Through this process the program was clearly defined to be a personal development program for Canadian youth, with any additional social or community objectives of the program being subordinate to and supportive of this general aim.

Nevertheless, the objectives of the program as they are now defined beg the question of what the end purposes of personal development are.

3.2 Implied Program Rationale

The focus of objectives on youth development provides a basis for attempting to determine the rationale that is implied. There are at least three broad alternatives here:

i. There are some perceived shortcomings in the education and experiences available to youth which need to be redressed through Katimavik if those youth are to function effectively in Canadian society.

ii. There are some perceived shortcomings in Canadian society generally (now and in the future) which can be addressed through creating a cadre of individuals with the knowledge, skills, attributes, etc. that Katimavik seeks to impart. or,

iii. There is an advantage to Canada in providing different and alternative experiences and activities to some Canadian youth than would otherwise be available to them so as to achieve an additional flexibility and dimension to the development of Canadian society.

Whereas the first two questions are based on a "curative" approach, involving problem identification and solution, the third proceeds from a "preventative" stance. It involves no attempt to identify or forecast specific problems at a societal or individual level. Rather, it suggests that investment in the development of youth will help avoid future problems and/or allow a more flexible response to unspecified problems that may arise.

The choice of a rationale has a very significant bearing on the evaluation framework that should be adopted. For example, if the individual participant with particular problems is viewed as the end ((i) above) then it would be relevant to ask what, specifically, those shortcomings are, as well as whether the program is reaching those who suffer most from the shortcomings which Katimavik seeks to redress. On the other hand, if the individual's development is seen as a means towards some broader societal end (whether defined or not), it becomes relevant to ask whether the program is reaching those who are in the best position to serve those societal needs over time and whether the Katimavik experience has an enduring impact on the attitudes, behaviour, etc, of participants.

Implicit/Explicit Values and Rationale

It is evident that the program intends to impart values and achieve some basic and lasting changes in participants, rather than impart simple knowledge or skills. Interviews indicated that the way graduates are assumed to become different is not (and perhaps cannot be) explicitly defined. Some suggested that graduates are better able to choose career paths, or are likely to choose somewhat less conventional careers, (e.g. more entrepreneurial careers) and/or are less likely to be "societal dropouts." The Katimavik experience is assumed to result in significant second language learning, improved interpersonal skills, and more social (broadly defined) responsibility and concern.

Some of the values underlying the Katimavik process, for example, and clearly intended to be part of the knowledge and awareness of graduates, include:

- environmental awareness (e.g. need for appropriate technology; use of renewable resources;)
- international awareness (e.g. respect for Third World; global perspective)
- futurist orientation (e.g. responsibility to future generations; appropriate use of leisure)
- respect/tolerance for cultural and language diversity
- Canadian nationalism/patriotism (e.g. value of military service)
- work ethic (e.g. value of physical labour)
- involvement in community and society
- "volunteerism" - service without pay
- cooperation, team building
- self-sufficiency

If one looks at the program objectives and the implicit and explicit values which are apparently at the basis of the program, the conclusion is that the program develops youth as the means toward some broader end, although that end is not clearly defined. In other words, the rationale implied by the program's objectives and apparent values is that there is a potential pay-off for Canadian society to be obtained from providing some youth with an alternative development experience, ie. alternative (iii) above.

This view of the program rationale is supported by the manner in which the program is implemented. For example, the program makes no attempt to select participants who have perceived shortcomings in terms of particular values. In fact it is arguable that the promotion and nature of the program would be likely to attract individuals who already share or have a predilection towards the program's values. Similarly, the program does not explicitly concern itself with identifying or meeting specific shortcomings in Canadian society.

Departmental Objectives and Rationale

Although Katimavik is not fully a government program, it is nevertheless funded by the Department of the Secretary of State under the Citizenship and Culture Program and the Citizenship Development Planning Element specifically. It is, therefore, appropriate to review Katimavik in the light of the Department's mandate and the objectives of the program and planning element under which it is supported.

At the broadest level, the mandate of the Department is to enhance Canadians' sense of belonging to the nation. Whether Katimavik actually does this is a question for an evaluation study - but its objectives are certainly consistent with the Departmental mandate, and the latter would support any of the three alternative interpretations of Katimavik's rationale.

However, a different light is apparently cast upon Katimavik's implied rationale when it is viewed in the context of the objectives of the Citizenship and Culture Program and the Citizenship Development Planning Element. These objectives are as follows:

- Citizenship and Culture Program.

- "To assist Canadians in achieving more equitable and equal opportunities for social growth, quality of life and fuller involvement in Canadian society; to achieve an improved knowledge, appreciation and enjoyment of Canada and its cultural diversity; to achieve greater awareness and understanding by Canadians of human rights, fundamental freedoms and related responsibilities; and to increase respect for and compliance with Canada's domestic and international commitments, thus contributing to enhancing Canadians' sense of belonging to the country."

- Citizenship Development Planning Element

- "To assist Canadians in achieving equal opportunities for their development, participation and involvement in Canadian society."

Under this latter objective, the rationale for supporting Katimavik through public funding appears to relate to the perceived inequalities in the opportunities that some youth have for their development, participation and involvement in Canadian society. In other words, this appears to support an implied rationale for Katimavik which is different from that reflected in the program's objectives, processes and values, and raises the issue as to whether the program, as it now stands, is relevant to the Department's needs.

We understand, however, that for planning purposes, the objective of the Citizenship Development Planning Element is interpreted very broadly. In effect, all youth are seen as being in potential need of assistance to achieve equal opportunities for their development, participation and involvement in Canadian society. Such a broad interpretation would support any of the alternative rationales that were identified above.

3.3 Program Rationale and the Evaluation Framework

It is not possible within the terms of reference of this study to do anything more than point out and discuss the potential problems which arise from the failure to have an explicit and clearly articulated program rationale and to be sensitive to these problems in identifying evaluation issues and possible evaluation approaches. In this respect, the subsequent sections of the report have assumed that the program's rationale is the one implied by its objectives and the implicit and explicit values that underlie the program - i.e. that there is a potential, but undefined, pay-off for Canadian society to be obtained from providing some youth with the kind of development experience available through Katimavik.

We have already indicated that the lack of a formally stated rationale opens up the possibility of significant program "drift" which could undermine the relevance of any program evaluation framework adopted at this time. This means that it should be particularly important for any future evaluation assessment study to review the program rationale issues closely before recommending a specific evaluation work plan.

4.0 EVALUATION ISSUES AND QUESTIONS

A central part of an evaluation framework is an identification of the evaluation issues/questions that could potentially be addressed. Exhibit 3 presents a listing of evaluation questions, together with appropriate indicators, data requirements and sources, broad indications of the types of analyses that might be performed and the reliability of resulting findings. In addition, each of the questions is allocated a priority based on our perception of how urgently an answer is required and whether or not getting an answer would prove to be costly.

The overall framework for the presentation of the issues is provided by the OCG's broad categories of rationale, impacts and effects, objectives achievement and alternatives. Within these classifications however, we have found it useful to identify a number of additional groupings, as follows:

Program Rationale

A. Program Rationale
B. Program Design

Impacts and Effects

C. Program Delivery/Performance
D. Unintended Results

Objectives Achievement

E. Program Effectiveness

Alternatives

F. Program Efficiency
G. Design Alternatives

The issues, questions and indicators as presented in Exhibit 3 are described in fairly general terms. Although sufficiently precise to direct the development of data collection mechanisms which will have to be designed prior to implementing any evaluation study, they will have to be reviewed during the planning for a specific evaluation study. We foresee that this would be done within the context of an evaluation assessment study where decisions would be made about the specific questions to be evaluated, the scope of the analyses and so on, depending on priorities and resources available to the evaluation.

Exhibit 3 also indicates broadly the information sources and types of data that would be required, based on the indicators. The data requirements are of three types. The first is the data that should be collected and the measurements that should be made before participants actually enter the program. These would provide benchmarks for measuring changes when similar data are collected following participation.

The second type of data requirement is the need, in certain cases, to establish a monitoring mechanism which would collect some data on a regular basis during the course of a program year. This type of data is needed in order to track the nature and extent of training, activities, etc., that Katimavik participants experience over a nine month period. At the present time the exact nature of the Katimavik experience, in all its different dimensions, is not described in a detailed fashion. Although the broad intentions and components of the Katimavik experience have been outlined, detailed descriptions of the actual events experienced by each participant are not available. What seems sure, however, is that there is considerable heterogeneity in the experiences of individual participants. This means that even where impacts and effects could be ascertained, they could not, at the present time, be attributed to anything more specific than, at best, Katimavik as a whole.

Although the gathering of data on the nature and extent of each participant's experience is therefore essential, it is important to note that this is likely to be both costly and administratively burdensome. It is important, therefore, that any data collection systems of this kind be carefully developed and integrated to as great an extent as possible with the nature and philosophy of the Katimavik program. Possibilities here include observation techniques, self-reporting mechanisms, or a combination of the two. In any event, we believe that an ongoing, universal data collection system for this purpose would not be appropriate. Instead, a system should be implemented on a sample basis within the context of a specific evaluation study.

The third type of data requirement is the data collection which is needed after the Katimavik experience is completed. In some cases this will involve the replication of data collection and measurement activities carried out in the initial baseline phase. In addition, it can be expected that special studies will be needed to investigate issues or specific concerns which will have emerged as the program continues to develop and change.

Only a general indication is given in Exhibit 3 of the types of data collection and analysis methods that will be used in carrying out an evaluation of Katimavik. These methods will need to be further developed before any evaluation of the program is implemented. It should be noted that although the evaluation of individual questions may be judged to be costly, the evaluation of many of the questions would be based on common data gathering techniques, analytical methods and so on. Therefore, there would be economies of scale depending upon how the issues were packaged within a study.

EXHIBIT 5: EVALUATION ISSUE AND QUESTIONS
Issue 1: Program Rationale

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
A. Program Rationale					
A.1 To what societal/ individual needs does the program respond?	. program rationale for Katimavik in light of prevailing environment	. cabinet memoranda . TB submissions . minutes of intra-departmental meetings, records and memoranda . discussions with policy staff and others . reports, documents, etc. on social indicators of youth (Statistics Canada, Secretary of State) . futures literature . socio-political literature . educational literature	. deduction	medium	Not urgent
A.2 Is there a rationale for Government/Secretary of State support of the program?	. plausible "fit" between Government priorities, Secretary of State mandate & objectives, & rationale/objectives of Katimavik	. government priorities . Secretary of State mandate/objectives . program rationale . program objectives	. deduction	high	Not urgent
A.3 Does the program conflict with, duplicate or complement the intentions and results of other government programs?	. similar objectives . similar target population(s), . similar program content	. information describing other programs from governmental and non-governmental sources . opinion of key program and government officials	. deduction; . analysis of opinion	high	Not urgent

EXHIBIT 3: EVALUATION ISSUES AND QUESTIONS
Issue I: Program Rationale

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
B. Program Design					
B.1 How consistent are the objectives of the program with its stated or implicit rationale?	. plausible "fit" between objectives and rationale	. program rationale . program objectives	. deductive analysis of program objectives in relation to program rationale	high	Urgent, Not Costly
B.2 Are program activities and outputs plausibly linked to attainment of objectives, intended effects and impacts? eg., . military . billeting . work projects . second language . etc.	. plausibility of "fit" between activities/outputs and objectives, intended effects & impacts	. literature review . information from substantive experts in education, psychology & sociology.	. develop hypotheses regarding plausible links to objectives, effects - supported by theorectical and empirical knowledge.	medium	Urgent, Not costly
B.3 Are the types of work projects undertaken consistent with program objectives?	. 'goodness of fit' between work projects and program objectives	. program objectives and design . criteria for selection of sponsors/projects. . descriptive information on work projects from program documentation	. deduction and/or comparison of actual projects with desired projects as indicated by program objectives/plans	medium - high (depends to what extent program design is developed)	Urgent, Not Costly
B.4 Are design characteristics (e.g. age bracket, size of group, location of projects etc.) plausibly linked to attainment of objectives	. see B2	. see B2	. see B2	medium	Urgent Not Costly

EXHIBIT 4: EVALUATION ISSUES AND QUESTIONS
ISSUE II: Impacts and Effects

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
C. Program Delivery/Performance					
C.1 Are the structures and operations of the program adequate to deliver intended outputs?	. nature, extent & quality of: . facilities . personnel . equipment . organization . administration	. administrative data/files . minutes of board meetings . legal contracts . financial data . relevant officials . internal/external to OPCAN/Katimavik	. organizational review and analysis for regulation and control . review and analysis of all program inputs, resources and . processes.	high	Urgent, Not Costly
C.2 Do promotional materials, activities, etc. accurately represent the realities of the program?	. degree of agreement between promotional promises and the reality of the program . opinions of participants, drop-outs, sponsors, field staff.	. promotional materials, campaigns, etc. . program content materials/data . literature . survey of participants before & after, including dropouts . survey of field staff before and after . survey of sponsors before and after.	. comparative . comparison of scores over time	high	Not Urgent
C.3 To what extent do promotional activities and procedures reach the intended target population?	. extent of agreement between applicant profile & that of the defined target population	. administrative files . promotional activities, materials, etc. . applicant criteria . description of target population . census data . profile of applicants	. for each year compare applicant profile with that of the target population	high	Urgent, Not Costly

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
C.4 To what extent do the participants represent the intended target population?	. coverage - extent to which program enjoys widespread population participation, as specified in program design	. target population definitions . census data on Canadian youth . participant profile	. comparison of demographic and other key characteristics of target population with characteristics of participants	high	Urgent, Not Costly
	. bias - extent to which subgroups of designated target population participate differentially	. description of selection, acceptance and admittance procedures.			
C.5 What would participants have done had they not participated in Katimavik?	. opinions of participants . actual experience of applicants not selected	. sample surveys of participants before program entry . sample surveys of applicants not selected (some time after program start)	. descriptive	medium	Urgent, Not Costly
C.6 Is implementation of the program consistent with the design? What is the actual program being implemented from an individual participant perspective?	. nature & extent of program deviation from program design . nature and extent of program experiences by participants	. detailed information on program design, including types & frequency of key experiences obtained from promotional material, program rationale, formal and informal documents . observations . participant self-report procedures . detailed information on program organization, process and content from administrative files, interviews with field staff, and participants	. analysis of opinion . comparison of program design with actual program on key program parameters	medium	Urgent, Costly

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
C.7 Do criteria for the selection of field staff ensure that the most appropriate individuals are hired?	. job satisfaction of field staff . participant satisfaction with field staff . attrition rates of field staff	. sample surveys of field staff and participants . interviews with program management . administrative files	. descriptive and explanatory (cross tabulation of criteria with each indicator, controlling for key intervening variables as indicated)	high	Medium urgency, Not Costly
C.8 Do criteria for selection of sponsors/projects assure - . optimum planning, organization and management of projects? . quality of project experience necessary for achievement of program goals?	"goodness of fit" between projects and program goals . participant satisfaction field staff satisfaction . community satisfaction	. historical information relating to projects . program goals * . defined indicators of project quality . project files . sample surveys of of participants, field staff, group leaders, and community representatives	. deductions . descriptive, percentages, distributions, etc. of participants	high	Medium urgency, Not Costly
C.9 Does the current staff training program adequately prepare staff to fulfill their respective roles, functions & responsibilities?	. job satisfaction . job performance . attrition rates	. administrative files . scores on indicators of job satisfaction & job performance . opinion of participants, field staff, sponsors & members of host community - through sample surveys	. analysis of opinion . correlations . descriptive	medium	Medium Urgency, Not Costly
C.10 Are working terms & conditions, and support available to field staff commensurate with their responsibilities	. job satisfaction . job performance . attrition rates . working terms/conditions . responsibilities/tasks	. administrative files . scores on indicators of job satisfaction . performance . opinions of field staff & ex-field staff.	. descriptive . analysis of opinions . correlations	medium	Medium Urgency, Not Costly
C.11 Do projects operate as planned?	Goodness of "fit" between plans and actual operation of projects	. sponsor application forms . administrative files re planning process between sponsors & group leaders . narrative description based on interviews and observations (eg. on case study basis)	. comparisons of project plans with actual projects	high	Medium urgency, Not Costly

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
C.12 Are participants adequately trained to carry out their work projects?	. nature of projects . participant job satisfaction/performance . participants skills . opinions of field staff	. administrative files . case studies followed by sample surveys in selected years of - participants - field staff - host communities	. deduction; . descriptive analyses	medium	Not urgent
C.13 What is the level & quality of service/support provided by OPCAN/ Katimavik to sponsors? to field staff?	. quality of sponsor projects . job satisfaction of field staff . attrition rates of field staff	. administrative files . opinions of key informants . sample survey of field staff, host communities (or case studies) of selected communities)	. descriptive qualitative & quantitative comparison . before/after scores on job satisfaction of field staff	medium	Not urgent

EXHIBIT 4: EVALUATION ISSUES AND QUESTIONS
Issue II: Impacts and Effects

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
D. Unintended Results					
D.1 What are the unintended effects of the program on participants? on drop outs? on communities?	. reoccurring findings/ themes e.g. alienation of francophone participants, increased intolerance of host communities, community dependencies, individual, dependencies	. administrative files . ORVAN officials . micro-studies at community level . sample survey of participants, drop outs selected community members	. identify unintended events/happenings . monitor frequency & nature of unintended events/happenings	medium	Medium urgency, costly
D.2 Is alienation experienced by a significant proportion of program participants? What participants are most likely to experience alienation?	. morale indices . drop out rates and reasons	.sample surveys in selected program years - participants - dropouts - control	. before/after comparisons of scores with control group . descriptive	medium	Medium urgency, costly
D.3 What is the cost of the program to the parents of participants?	. out-of-pocket costs . opportunity costs	parents - mailed sample surveys in selected program years	. descriptive	low - medium	Not urgent
D.4 Does the program provide for the enhancement of federal visibility?	. knowledge of nature & extent of federal role - participants - communities - field staff	. sample surveys of participants, communities & field staff	. descriptive - identify exent of knowledge	high	Not urgent
D.5 What are the impacts of the programs on field staff?	. outcome measures such as - tolerance - skills - knowledge - fitness - etc.	. case studies and sample surveys of field staff (no controls)	. comparisons of before and after scores . descriptive and deductive	low-medium	Not urgent

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
D.6 How does Katimavik compare with government programs directed specifically to job creation?	. cost per job . characteristics of participants . labour force status of participants in absence of programs	. data on job creation programs . administrative data on Katimavik costs, "jobs", characteristics of participants	. comparison of Katimavik data with job creation program data	Medium	Medium urgency not costly
		. sample surveys of Katimavik participants and controls to determine possible labour market behaviour	analysis of opinion	Medium	Medium urgency,
D.7 Does Katimavik enhance the future employability of its graduates?	. employment success of graduates as compared with controls (eg. over 3 year period following graduation) . types of jobs found in relation to Katimavik experience opinions of graduates	. sample surveys of graduates and controls (possibly longitudinal)	. comparative analysis . analysis of opinion	medium	Medium urgency, costly

EXHIBIT 3: EVALUATION ISSUES AND QUESTIONS
Issue III: Objectives Achievement

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
E. Program Effectiveness					
E.1 Did the program have the desired immediate or short-term impacts on participants (completers and drop outs), host communities?	. immediate program outcome measures such as - tolerance - skills - knowledge - language - fitness - nutritional practices - economic indicators - social indicators	. case studies & sample surveys - participants - members of host communities - controls . media - local newspapers, T.V., . program/project files . review literature for tests	. deduction . comparison of before/after scores/indicators with control groups, communities	low	Urgent, Costly
E.2 What are the long-term program effects on participants?	. ultimate program outcome measures, e.g., - community involvement - educational choices - career choices - employment - tolerance - volunteer services - Canadian nationalism - environmental awareness - international awareness - alienation viz a viz society as they find it	. longitudinal surveys - participant cohorts - control cohorts	. comparison of before program & a series of after program scores, with control groups	low	Urgent, Costly
E.3 What program elements have the greatest impact on participants?	. differential achievement of program objectives . scales to reflect changes in program outcome such as language tests, knowledge tests, tolerance tests, life satisfaction, etc.	. recording of participant program experiences e.g. hrs of instruction/ participant, type of cultural exposure/ participant, etc., through self-report procedures . administrative files . literature . sample surveys for selected years - participants - controls - field staff	. comparison of before/after program scores holding constant each key program element	medium to high	Urgent, Costly

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
E.4 What are the benefits/costs of the program to host communities?	. costs/benefits - economic (expenditures, value added, creation of capital facilities, utilization etc.) - social - political - environmental - other	. program files and reports . local media coverage . case studies/ surveys, observations in host communities (possibly immediately after and 1-2 years after Katimavik) . - sponsors - billeting families - other individuals eg. municipal/city clerk	. assess benefits relative to costs . assess longer term effects . descriptive	medium	Medium urgency, Costly
E.5 How do staff, sponsors, communities, participants and parents perceive the Katimavik experience?	. opinions . degrees of satisfaction or dissatisfaction	. sample surveys of staff sponsors, etc. after completion of Katimavik experience	. descriptive	medium	Medium Urgency, Not costly

EXHIBIT 3: EVALUATION ISSUES AND QUESTIONS
Issue IV: Alternatives

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
F. Program Efficiency					
F.1 How can program processes/operations be modified to increase efficiency?	. critical path of program operations	. program operation & documentation	. critique of critical path	low	Medium Urgency, Not costly
F.2 What is the cost per participant over time? How does it compare with other similar or related programs?	. cost per participant . overhead . other (for Katimavik and related programs)	. program documentation . administrative data (Katimavik and other programs)	. cost comparisons per participant over time and among programs	high	Medium Urgency, Not costly
F.3 Are there economies of scale involved in the program?	. cost per participant at different scales of operation	. program documentation . administrative data	. cost comparisons per participant . analysis of cost structures	high	Urgent, Not costly

EXHIBIT 3: EVALUATION ISSUES AND QUESTIONS
Issue IV: Alternatives

Issues/ Questions	Indicators	Information Requirements/ Sources	Analyses	Reliability	Priority
G. Design Alternatives					
G.1 What is the optimal group size for the realization of program objectives?	. evidence from experience and research of similar programs . differential impacts/effects by group size (this approach would indicate change in program design whereby a number of different participant group sizes are created with participants randomly allocated to each)	. published literature . fugitive literature . field staff opinion . development of data collection procedures (eg. sample surveys for evidence of effects/ outcomes on participants . administrative files to identify group size of a given participant	. critical analysis of literature . analysis of opinion . sifting through the evidence supporting differing group sizes . cross tabulations, and/or regressions using group size as the independent variable and desired impacts/effects as the dependent varibable(s), controlling for intervening variables	low - medium	Medium Urg- ency, Costly
G.2 What is the optimal age range of participants for the achievement of program objectives	. same as above substituting age of participant for size of group as the key independent variable	same as (G.1)	same as (G.1)	as (G.1)	Medium Urg- ency, Costly
G.3 How significant are differing participant reasons for entering the program for the realization of program goals?	. same as (G.1) substituting the principal reasons participants enter program . motivation indices	same as (G.1)	same as (G.1)	as (G.1)	Not Urgent
G.4 Does the location of the project (ie - urban vs. rural) influence the extent to which program objectives are achieved?	. same as (G.1) using size of community as the independent variable	. same as (G.1)	. same as (G.1)	as (G.1)	Medium Urg- ency, Costly
G.5 What is the optimum duration, structure, organization & content of the Katimavik experience?	. achievement of predicted program effects/impacts . staff satisfaction . participant satisfaction . cost effectiveness ratios . compliance with current standards and practices for comparable programs	. participant observation . staff survey . participant survey . survey host communities . administrative & financial files . literature, both fugitive & published . self-report procedures	. for selected program years conduct empirical analyses - descriptive, comparative & impact; and/or secondary analyses based on literature & expert opinion at one point in time	medium	Urgent, Costly

5.0 EVALUATION APPROACHES

5.1 Introduction

The delivery system for any program involves a combination of actions which are taken for the purpose of achieving certain objectives and having other effects. This involves the use of resources, or inputs, in order to make interventions which, in turn, are designed to lead to various outcomes. Program logic models usually depict this process as a means/ends hierarchy of the following kind:

Inputs

Activities

Outputs

Outcomes

Any one, or all of these components can appropriately be the subject for an evaluation. In practice, decisions on the extent to which an evaluation should be focussed on questions having to do with inputs, activities, outputs and/or outcomes must be based on answers to a number of questions, such as:

1. What is the relationship between the extent, nature and quality of program resources and the activities in which they are employed?

2. Is the nature and extent of the planned intervention process clearly specified?

3. Has the program (in terms of its processes, activities, outputs, etc.) been implemented as planned?

4. Is the program non-systematically implemented in different ways for different groups?

5. Are causal links between program activities/outputs and immediate outcomes clearly identified and plausible?

6. Are program objectives consistent with the program's rationale?

Ideally, of course, the scope of an evaluation should be comprehensive - it should collect information about inputs, activities, outputs and outcomes. But the ideal is difficult to achieve and must be tempered by known realities about the program, about the reasons for conducting an evaluation and about the resources that are available for evaluation.

In practice, evaluation is best undertaken on a phased, step-by-step basis, with inputs and activities assessed first and then outputs and outcomes. This phased approach can be used to ensure that, before moving to an evaluation of outcomes, there is reasonable assurance that the program is being implemented as planned, or at least that there is a clear understanding of what the program's intervention entails. It can be wasteful of scarce evaluation resources to invest in an evaluation of impacts/effects and objectives achievement if such assurance or understanding does not exist.

5.2 Considerations Relating to Katimavik

The following factors are relevant in developing an evaluation approach for Katimavik.

1. Katimavik has no formally stated rationale. Its objectives are both ambitious and vague and it attempts to develop elusive qualities in individuals, such as awareness, concern, sense of responsibility, etc.

   Previous evaluations have been criticized by Katimavik personnel for placing too much emphasis on effects that are not central to the program, or because they evaluate the program in terms of the interest of the sponsoring government department rather than in terms of what the program is really about. Further, the measures used were seen as not sensitive enough to reflect or test Katimavik effects accurately. It should be noted that without a clearly articulated rationale and with relatively vague program objectives, any future evaluation could potentially be criticized on similar grounds.

2. The Katimavik intervention process is poorly defined and understood. Although the program is intended to provide or create the opportunity for an "experience" for youth, the content of this experience is only loosely structured. The nature of Katimavik is most explicitly defined by certain specific components of the process that constitute the Katimavik experience. These include:

   - groups of 11 or 12 youths living collectively and working in teams

   - physical work, both domestic and in a construction or other physical labour project

   - experience with work that creates value

   - travel within Canada

   - contact with a mainly rural (or small-town) environment

   - living in contact with several communities

   - billeting with families

   - carrying out the domestic chores of everyday life

- contact with a group which reflects a mini-Canada (at least in terms of some characteristics)

- some specific, structured, education programs.

The Katimavik program presently includes no statements as to how crucial these components (or the relative mix of components) are to the total experience. If a particular participant or participant group omits some part of the defined experience (e.g. the physical work component; the group diversity component, the community contact, etc.), at what stage would one predict or assume that the Katimavik experience had failed or was incomplete? That is, are any or all of the above set of elements crucial to the Katimavik experience for the individual participant? If some elements were absent in the program, or in an individual's Katimavik experience, what impacts or effect would not materialize?

3. With the new formal objectives, the program has defined itself as a youth development program. Other sub-objectives are seen as contributing to this central aim or objective.

   This suggests that the program must rest or fall on its prime objective, and all effects of the program must be related to the prime objective, youth development. Effects or impacts on other target groups would be incidental, or relevant only if a clear rationale can be given as to their importance for achieving the prime objective. For instance, the value of services provided to communities is a spin-off effect of the program that is important only in how it affects or facilitates the educational and development experience of the Katimavik youth participants.

4. The many aspects of youth development which the program attempts to influence are difficult to measure in

unequivocal terms. Few, if any, suitable measures exist already. The development of reliable and valid tests, calibrated to the Katimavik population, would be time consuming and extremely expensive. And even if satisfactorily completed and applied, the "so what" question would still be relevant, ie., what is the value of the newly acquired attitudes, behaviours, knowledge, etc. - and from what particular sets of experience did they derive.

5. It is important to retain an appropriate balance between the type of experience that Katimavik sets out to provide and the bureaucracy inherent in extensive data gathering, testing, measurement and so on, especially if applied on an ongoing and universal basis.

6. Katimavik is administered by a private corporation and is, therefore, not a government program in the full sense.

7. A further consideration relates to the high potential costs of implementing a comprehensive evaluation of Katimavik (either in the context of one study or over time) and the extent to which evaluation findings would be likely to influence policy and program development.

5.3 Possible Approaches to the Evaluation of Katimavik

Exhibit 3 in the previous section presented a long list of evaluation questions, all or any of which an evaluation of Katimavik might address. In light of the analysis developed in Section 5.1 and the considerations described in Section 5.2, we have identified the following broad approaches to the evaluation of Katimavik. Within certain constraints, these represent alternatives with respect to future evaluation of the program.

1. Program Design and Process
    - Inputs
    - Activities
    - Outputs

2. Program Outputs and Immediate Outcomes

3. Program Outputs and Outcomes
    - Immediate
    - Long term

Exhibit 4 provides an indication of the particular evaluation issues and questions that could be included within each broad approach - together with the priority status of each question. It should be noted that some of the questions have implications for long term as well as immediate outcomes. As such, the level and type of analysis relevant to a particular question may differ according to the evaluation approach within which it is addressed. In practice, of course, additional questions could be included or some excluded from any one of the three possible approaches identified.

It might be noted that none of the approaches outlined in Exhibit 4 includes the three questions relating specifically to program rationale (A.1 to A.3). These have been excluded because we believe that they have been answered, for the present, by this study. However, in view of the fact that the program's rationale is implied rather than formally articulated, we recommend that these questions be considered again in the course of carrying out an evaluation assessment in the future.

EXHIBIT 4: EVALUATION ISSUES/QUESTIONS AND POSSIBLE APPROACHES

Evaluation Issues/Questions	Priority	(1) Program Design & Process	(2) Outputs & Immed. Outcomes	(3) Outputs & Outcomes
Program Rationale				
A.1 To what societal/individual needs does the program respond?	Not urgent			
A.2 Is there a rationale for Government/Secretary of State of the program?	Not urgent			
A.3 Does the program conflict with, duplicate or complement the intentions and results of other government programs?	Not urgent			
Program Design				
B.1 How consistent are the objectives of the program with its stated or implicit rationale?	Urgent, not costly	x		
B.2 Are the program activities and outputs plausibly linked to attainment objectives, intended effects and impacts? eg., military billeting work projects second language etc.	Urgent, not costly	x		
B.3 Are the types of work projects undertaken consistent with program objectives?	Urgent, not costly	x		
B.4 Are design characteristics (e.g. age bracket, size of group, location of projects etc.) plausibly linked to attainment of objectives?	Urgent, not costly	x		
Program Delivery/Performance				
C.1 Are the structures and operations of the program adequate to deliver intended outputs?	Urgent, not costly	x		
C.2 Do promotional materials, activities, etc. accurately represent the realities of the program?	Not urgent	x		

Evaluation Issues/Questions	Priority	(1) Program Design & Process	(2) Outputs & Immed. Outcomes	(3) Outputs & Outcomes
C.3 To what extent do promotional activities and procedures reach the intended target population?	Urgent, not costly	x		
C.4 To what extent do the participants represent the intended target population?	Urgent, not costly	x		
C.5 What would participants have done had they not participated in Katimavik?	Urgent, not costly		x	x
C.6 Is the implementation of the program consistent with the design? What is the actual program being implemented from an individual participant perspective?	Urgent, costly	x	x	x
C.7 Do criteria for the selection of field staff ensure that the most appropriate individuals are hired?	Medium urgency, not costly	x		
C.8 Do criteria for selection of sponsors/projects assure - . optimum planning, organization and management of projects? .quality of project experience necessary for achievement of program goals?	Medium urgency, not costly	x	x	x
C.9 Does the current staff training program adequately prepare staff to fulfill their respective roles, functions, & responsibilties?	Medium urgency, not costly	x		
C.10 Are working terms & conditions, and support available to field staff commensurate with their responsibilties	Medium urgency not costly	x		
C.11 Do projects operate as planned?	Medium urgency, not costly	x		
C.12 Are participants adequately trained to carry out their work projects?	Not urgent	x		
C.13 What is the level & quality of of service/support provided by OPCAN/Katimavik to sponsors to field staff?	Not urgent	x		

Evaluation Issues/Questions	Priority	(1) Program Design & Process	(2) Outputs & Immed. Outcomes	(3) Outputs & Outcomes
Unintended Results				
D.1 What are the unintended effects of the program on participants? on drop outs? on communities?	Medium urgency, costly		x	x
D.2 Is alienation experienced by a significant proportion of program participants? What participants are most likely to experience alienation?	Medium urgency, costly		x	x
D.3 What is the cost of the program to the parents of participants?	Not urgent		x	x
D.4 Does the program provide for the enhancement of federal visibility?	Not urgent		x	x
D.5 What are the impacts of the program on field staff?	Not urgent		x	x
D.6 How does Katimavik compare with government programs directed specifically to job creation?	Medium urgency, not costly		x	x
D.7 Does Katimavik enhance the future employability of its graduates?	Medium urgency, costly			x
Program Effectiveness				
E.1 Did the program have the desired immediate or short-term impacts on participants (completers and drop outs), host communities?	Urgent, costly		x	x
E.2 What are the long-term program effects on participants?	Urgent, costly			x
E.3 What program elements have the greatest impact on participants?	Urgent, costly		x	x
E.4 What are the benefits/costs of the program to host communities?	Medium urgency, costly		x	x
E.5 How do staff, sponsors, communities, participants and parents perceive the Katimavik experience?	Medium urgency, not costly		x	x

Evaluation Issues/Questions	Priority	(1) Program Design & Process	(2) Outputs & Immed. Outcomes	(3) Outputs & Outcomes
Program Efficiency				
F.1 How can program processes/operations be modified to increase efficiency?	Medium urgency, not costly	x		
F.2 What is the cost per participant over time? How does it compare with other similar or related programs?	Medium urgency, not costly	x		
F.3 Are there economies of scale involved in the program?	Urgent, not costly	x		
Design Alternatives				
G.1 What is the optimal group size for the realization of of program objectives?	Medium urgency, costly			x
G.2 What is the optimal age range of participants for the achievement of of program objectives?	Medium urgency, costly			x
G.3 How significant are differing participant reasons for entering the program for the realization of program goals?	Not urgent			x
G.4 Does the location of the project (ie - urban vs. rural) influence the extent to which program objectives are achieved?	Medium urgency, costly			x
G.5 What is the optimum duration, structure, organization & content of the Katimavik experience?	Urgent, costly		x	x

The following paragraphs describe the alternative approaches in more detail.

1. Program Design and Process: This approach to the evaluation would focus on the design of the program, resources used, (i.e., personnel, facilities, equipment, etc.); the program's administration, organization and processes; the activities undertaken; and, a description and quantification of the program's outputs in terms of the nature and extent of experiences at the individual participant level. This approach is based on the view that the first prerequisite of evaluation is good description - a full understanding of what happens, how, when, to whom, etc. This could include, as well, an evaluation of program efficiency.

It is our view that a comprehensive evaluation of process should precede an evaluation of outcomes at any level. The results of an evaluation of program design and process would provide valuable input for program development and program management. In addition, it would allow the subsequent development of focussed evaluation models relating to program outcomes, based on a fuller understanding of the conceptual linkages between activities/outputs and the achievement of objectives and other effects.

A process evaluation of Katimavik would require a significant commitment of resources (perhaps 100-120 person days and associated expenses). A large part of this would be required for the development of an appropriate information gathering mechanism in relation to activities/outputs. We believe that a good way of going about this might be to set up a self-reporting mechanism for participants which could be applied on a sample basis (in terms of time and/or participants covered) as and when required. This would require the conceptualization and design of a mechanism, as well as its testing and refinement through case studies and observations.

2. Program Outputs and Immediate Outcomes: This approach would concentrate on the evaluation of immediate outcomes and would be accompanied by an evaluation of outputs to get a clear picture of the nature and extent of program interventions at the participant level.

An evaluation of outputs and immediate outcomes for Katimavik has the potential to be a large and complex undertaking, possibly involving the design and validation of a series of tests, the use of control or comparison groups, the application of tests before and after the program experience and so on. This raises the question of what level of resource commitment is appropriate for the evaluation given the total resources allocated to the program annually and uncertainty concerning the extent to which the results of evaluation would or could be used.

One way to proceed would be to determine, within the context of an evaluation assessment study, Departmental and OPCAN/Katimavik priorities with respect to the evaluation of immediate outcomes and then to use these to structure an evaluation within a predetermined, appropriate level of effort (say 140-160 person days plus expenses). The determination of priorities would be heavily influenced by the program's rationale and objectives, but would likely include such outcomes, for example, as language ability, nationalism, knowledge of Canada, and tolerance.

Other factors that should be considered are the availability of reliable and valid tests and meaningful information for assessing outcomes. As a general observation, we do not believe it would be appropriate for the Department or OPCAN/Katimavik to invest considerable resources in setting up tests for the various attitudes, attributes, skills, etc. that Katimavik aims to develop. Instead, it should review tests that are already available in Canada (or elsewhere) in terms of their applicability to the Katimavik population and program.

3. Program Outputs and Outcomes: The main difference between this approach and the one described immediately above is that here the evaluation would concern itself with longer term as well as immediate outcomes. An option involving an evaluation of outputs and long term outcomes only does not appear to be realistic or practical, as longer term effects can be expected to flow directly from the immediate results. Failure to find evidence of immediate outcomes, for example, would suggest that there is little point in pursuing a study of longer term effects.

What is longer term is very much a matter of choice, but we believe it would require a longitudinal study, with program cohorts and controls being followed up annually for a period of 3-5 years at least. As such, this kind of evaluation would be more expensive, involving perhaps an additional 40-60 person days each year following the initial study to keep track of the cohorts, implement annual surveys and monitor trends in the findings.

An evaluation of long term outcomes would back up an assessment of immediate impacts by evaluating how such impacts either decay or are retained over time, and more importantly, how immediate outcomes translate into longer term outcomes relating to such factors as career choices, educational choices, getting and keeping jobs, volunteer activitiy, life styles, etc.

6.0 RECOMMENDATIONS

A consideration of the phased approaches to the evaluation of Katimavik outlined in the previous section leads to a series of recommendations.

1. A data collection mechanism should be developed to allow the gathering of reliable information on the nature and extent of program interventions at the participant level. This can be done outside the context of any particular evaluation study and would be applied in any one of them.

2. When a reliable data collection mechanism has been developed, a comprehensive evaluation of program design and process (focussed on inputs, activities and outputs) should be completed as a basis for program development and subsequent outcome evaluation work.

3. Part of the process of planning an outcome evaluation should include a review of validated tests/measures in terms of their potential applicability to the Katimavik participants. The Department should not invest the extensive resources that would be required to develop and test unique measures.

4. In view of the nature of the program, there should be no imposition of additional across-the-board and ongoing data requirements. Rather, specific techniques should be designed and then implemented on an as and when required basis using appropriate sampling procedures.

5. Based upon the implicit program rationale, an outcome evaluation should concern itself with long term as well as immediate outcomes (i.e. evaluation approach #3 above). However, the issues relating to program rationale should be reviewed during a future evaluation assessment study.

6. Insofar as outcome evaluation is concerned, if resources for evaluation impose a significant constraint on the approach to be adopted, we would recommend a more narrowly focussed evaluation of immediate and long term outcomes rather than a more broadly based evaluation of immediate outcomes only.

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PROGRAM EVALUATION

ÉVALUATION des PROGRAMMES

SOME INFORMATION IS DELETED FROM TEXT.
EMPLOYEES OF THE DEPARTMENT SHOULD CONTACT
THE REFERENCE STAFF.

DES RENSEIGNEMENTS SONT SUPPRIMES DU TEXTE.
LES EMPLOYES DU MINISTERE DEVRAIENT
S'ADRESSER AU PERSONNEL DE REFERENCE.

Canadä

KATIMAVIK FRAMEWORK STUDY
PART II
COMPONENT PROFILE
(as at March, 1983)

Prepared for:

Department of the
Secretary of State
Ottawa, Ontario

Prepared by:

DPA Consulting Ltd.
Ottawa, Ontario
October, 1983

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KATIMAVIK COMPONENT PROFILE (as at March, 1983)

1.0 PROGRAM DESCRIPTION AND BACKGROUND

1.1 Program Component Description

Katimavik is a national volunteer services and development program for Canadians aged 17 to 21 years. OPCAN, a private, non-profit corporation established in 1977, administers Katimavik. Delivery of the program is wholly funded by the Federal Government, Department of the Secretary of State.

The Katimavik program name is from the Inuit word meaning "meeting place". Katimavik program participants live and work together over a nine month period comprising three trimesters spent in three different regions of Canada. The Katimavik experience is intended to further the participants' personal development and awareness, knowledge and understanding of Canada through projects designed to serve Canadian communities. To complement the participants' activities in the general program, Katimavik includes an optional three month military experience that may replace one civilian project.

1.2 Program Component Background

The concept of a Canadian national volunteer youth service program is not new. Over a decade ago, the Secretary of State, Gerard Pelletier, suggested the need for a volunteer service program. The concept fostered a number of federal initiatives to provide programming for Canadian youth.

In the early 1970's, Federal Member of Parliament, Barnett Danson, suggested a program for young Canadians based on volunteer service, discovery of the country and a simple, physically challenging lifestyle. At about the same time, M. Jacques Hebert, a journalist, author and publisher, proposed a national youth program that was in many ways similar to Mr. Danson's suggestion.

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In 1976, the initiatives of Messrs. Danson and Hebert were integrated. OPCAN, a private non-profit corporation, was established in 1977. OPCAN's Board of Directors was selected to include representation from every province, and from a variety of professional fields and age groups. Dr. Howard Nixon, Dean of the School of Physical Education at the University of Saskatchewan joined Mr. Hebert as the originating Co-chairmen of the Board.

Federal funding for a one year pilot program was approved on January 7, 1977 under the name "Operation Canada". The Honourable Barnett Danson was named Minister responsible. The first projects in Program Year I started in September 1977 with 1,000 participants working in 46 communities across Canada.

Information deleted pursuant to 69(1)(g) Access to Information Act
Renseignements supprimés en vertu de 69(1)(g) la Loi sur l'accès à l'information

[redacted] Subsequent funding to Program Year VI was provided annually at a constant level to reflect only rising costs.

Information deleted pursuant to 69(1)(g) Access to Information Act
Renseignements supprimés en vertu de 69(1)(g) la Loi sur l'accès à l'information

[redacted]) the program was placed with the Treasury Board until 1978. At that time, the Canada Employment and Immigration Commission/Department was assigned the reporting responsibility for Katimavik. In 1980, responsibility for the Katimavik program was transferred to the Department of the Secretary of State.

1.3 Target Population

The Katimavik program name is from the Inuit word meaning "meeting place". As such, Katimavik's target population is Canadian youth. Katimavik participants represent a cross-section of Canada's youth population: they are Canadian citizens or landed immigrants; they are single; and they are aged 17 to 21 years. In addition, the Katimavik program requires that candidates must be physically, mentally and emotionally fit to be able to cope with the demands of the program.

population: they are Canadian citizens or permanent residents; they are single; and they are aged 17 to 21 years. In addition, the Katimavik program requires that candidates must be "physically, mentally and emotionally fit" to be able to cope with the demands of the program.

Canadian communities are also to benefit directly from the Katimavik program in terms of the physical work performed or social services provided by projects that otherwise might not have been carried out for lack of funds or for other reasons. The Katimavik presence in the community also results in direct economic contributions through local project expenditures.

1.4 Target Activity

The target activity for this program component is project work experience to further Katimavik participants' personal development and awareness, knowledge and understanding of Canada through projects designed to serve Canadian communities. The program's definition of Canadian communities now embraces both rural and urban Canada, however in practice projects are still primarily in rural or small town locations.

The activity is based on five regions comprising all provinces and territories. The principle of the Katimavik project group is to capture a representative cross-section of the regional, linguistic, socio-economic and cultural diversity of Canada.

Other work experience and youth employment programs exist both domestically and internationally. Annex B provides an outline of selected similar programs and alternative approaches.

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2.0 KATIMAVIK MANDATE AND OBJECTIVES

2.1 Program Component Mandate and Authorities

Information deleted
pursuant to 69(1)(g)
Access to Information Act

Renseignements supprimes en
vertu de 69(1)(g) la
Loi sur l'accès à l'information

Information deleted pursuant to 69(1)(g) Access to Information Act

Renseignements supprimés en vertu de 69(1)(g) la Loi sur l'accès à l'information

c. [redacted]

2.2 Program Component Objectives

2.2.1 Department of the Secretary of State--Citizenship Program Objective/Sub-Objectives

From the Main Estimates of the Government of Canada for the Fiscal Year Ending 31 March 1983, the objectives/sub-objectives of the Department of the Secretary of State--Citizenship Program are:

Objective

- "To promote and assist the development of effective Canadian Citizenship, and to co-ordinate the formulation and development of national strategies and policies affecting citizenship."

Sub-Objectives

- "To promote Canadian citizenship, naturalize eligible applicants and provide proof of citizenship to Canadians in accord with the Citizenship Act.

- To assist the participation of Canadians in public and community affairs through national and local voluntary domestic and international commitments, thus contributing to enhancing Canadians' sense of belonging to the country."

Planning Elements

The Citizenship and Culture Program of the Department of the Secretary of State comprises five Planning Elements. These are:

- Citizenship Registration and Promotion,
- Citizenship Development,
- Multiculturalism,
- Canadian Culture, and
- Human Rights.

The purpose of the Citizenship Development Planning Element, under which Katimavik is provided for and funded, is:

- "To assist Canadians in achieving equal opportunities for their development, participation and involvement in Canadian society."

2.2.2 Katimavik Program Component Objectives/Sub-Objectives

From the Agreement between Her Majesty the Queen and OPCAN (see Annex D) for FY 1983-84 (Year VII of Katimavik), the broad purposes providing for the administration, management and operation of Katimavik are:

Objective

- "raising the level of awareness and concern of young Canadians for the well-being of others, for the quality of life in Canadian society, as well as their capacity and willingness to contribute to it in the future by providing young Canadians with assistance

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and opportunities to enrich and further their personal development, their sense of responsibility and their perception of harmonious development in society;

- by giving young Canadians training and experience in work of lasting value for the host community and for society at large;
- by training and preparing young Canadians to contribute to environmental protection and harmonious development in a society with limited resources;
- by enabling young Canadians to know and appreciate Canada's regional and cultural diversity, its official languages, its future potential and aspirations.

Exhibit 1A presents an overview of the relationship between the Citizenship and Culture Program planning elements and the explicit objectives and the Katimavik program. No implicit objectives for the Katimavik program have been identified. Exhibit 1B presents the OPCAN/Katimavik hierarchy of objectives (as prepared by OPCAN) and their relationship to the Katimavik learning programs. Activities making up the learning programs are shown in Exhibit 1C.

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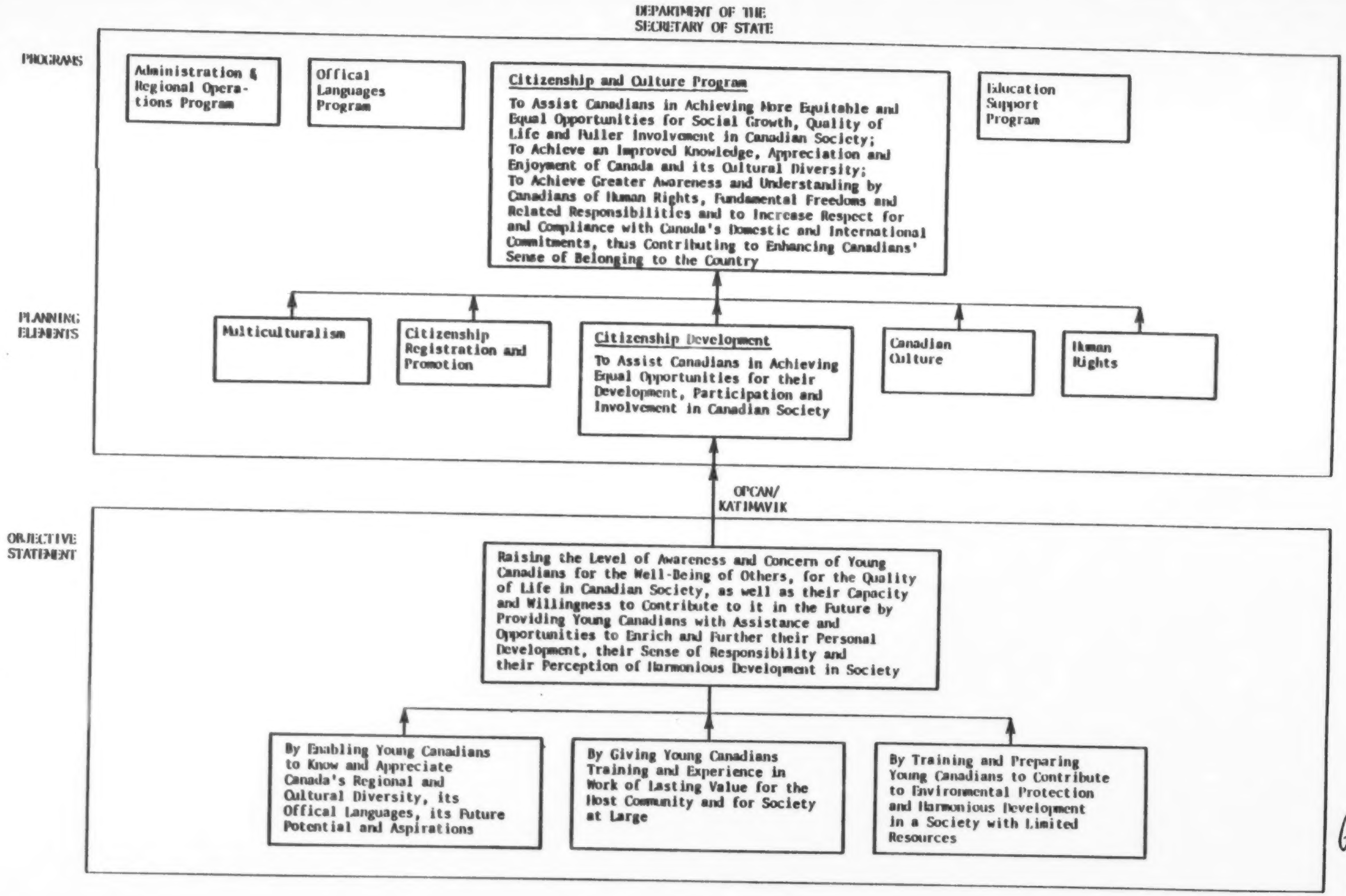
EXHIBIT 1A: HIERARCHY LINKING CITIZENSHIP DEVELOPMENT (SECRETARY OF STATE) AND OPCAN/KATIMAVIK



Administration & Regional Operations Program

Offical Languages Program

Citizenship and Culture Program

To Assist Canadians in Achieving More Equitable and Equal Opportunities for Social Growth, Quality of Life and Fuller Involvement in Canadian Society;
To Achieve an Improved Knowledge, Appreciation and Enjoyment of Canada and its Cultural Diversity;
To Achieve Greater Awareness and Understanding by Canadians of Human Rights, Fundamental Freedoms and Related Responsibilities and to Increase Respect for and Compliance with Canada's Domestic and International Commitments, thus Contributing to Enhancing Canadians' Sense of Belonging to the Country

Education Support Program

Multiculturalism

Citizenship Registration and Promotion

Citizenship Development

To Assist Canadians in Achieving Equal Opportunities for their Development, Participation and Involvement in Canadian Society

Canadian Culture

Human Rights

Raising the Level of Awareness and Concern of Young Canadians for the Well-Being of Others, for the Quality of Life in Canadian Society, as well as their Capacity and Willingness to Contribute to it in the Future by Providing Young Canadians with Assistance and Opportunities to Enrich and Further their Personal Development, their Sense of Responsibility and their Perception of Harmonious Development in Society

By Enabling Young Canadians to Know and Appreciate Canada's Regional and Cultural Diversity, its Offical Languages, its Future Potential and Aspirations

By Giving Young Canadians Training and Experience in Work of Lasting Value for the Host Community and for Society at Large

By Training and Preparing Young Canadians to Contribute to Environmental Protection and Harmonious Development in a Society with Limited Resources

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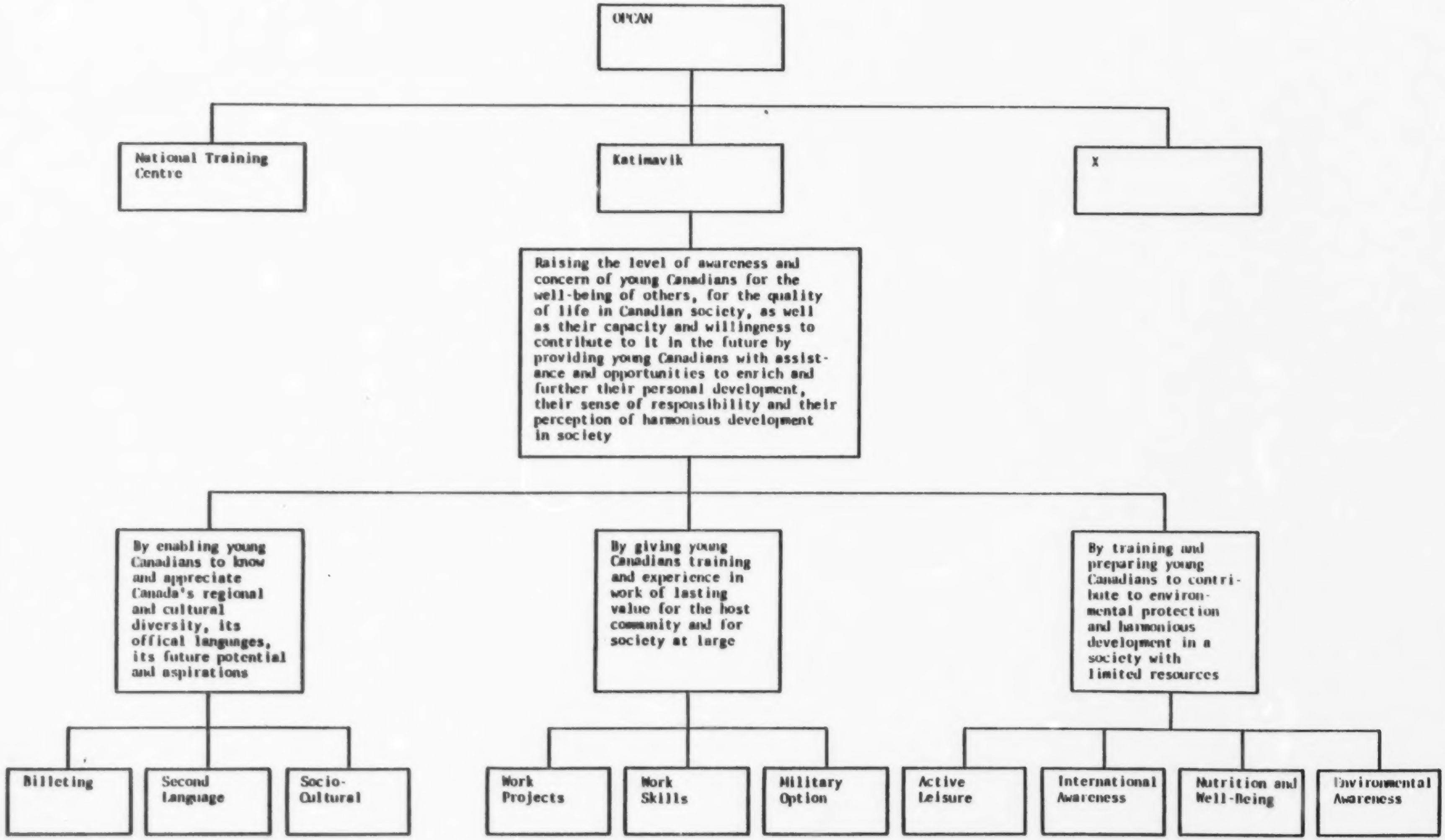
EXHIBIT 1B: OPCAN/KATIMAVIK HIERARCHY OF OBJECTIVES, SUB-OBJECTIVES AND KATIMAVIK LEARNING PROGRAMS (DECEMBER, 1982)*


OPCAN
National Training Centre
Katimavik
X
Billeting
Second Language
Socio-Cultural
Work Projects
Work Skills
Military Option
Active Leisure
International Awareness
Nutrition and Well-Being
Environmental Awareness

Raising the level of awareness and concern of young Canadians for the well-being of others, for the quality of life in Canadian society, as well as their capacity and willingness to contribute to it in the future by providing young Canadians with assistance and opportunities to enrich and further their personal development, their sense of responsibility and their perception of harmonious development in society

By enabling young Canadians to know and appreciate Canada's regional and cultural diversity, its offical languages, its future potential and aspirations

By giving young Canadians training and experience in work of lasting value for the host community and for society at large

By training and preparing young Canadians to contribute to environmental protection and harmonious development in a society with limited resources

*As Prepared by OPCAN

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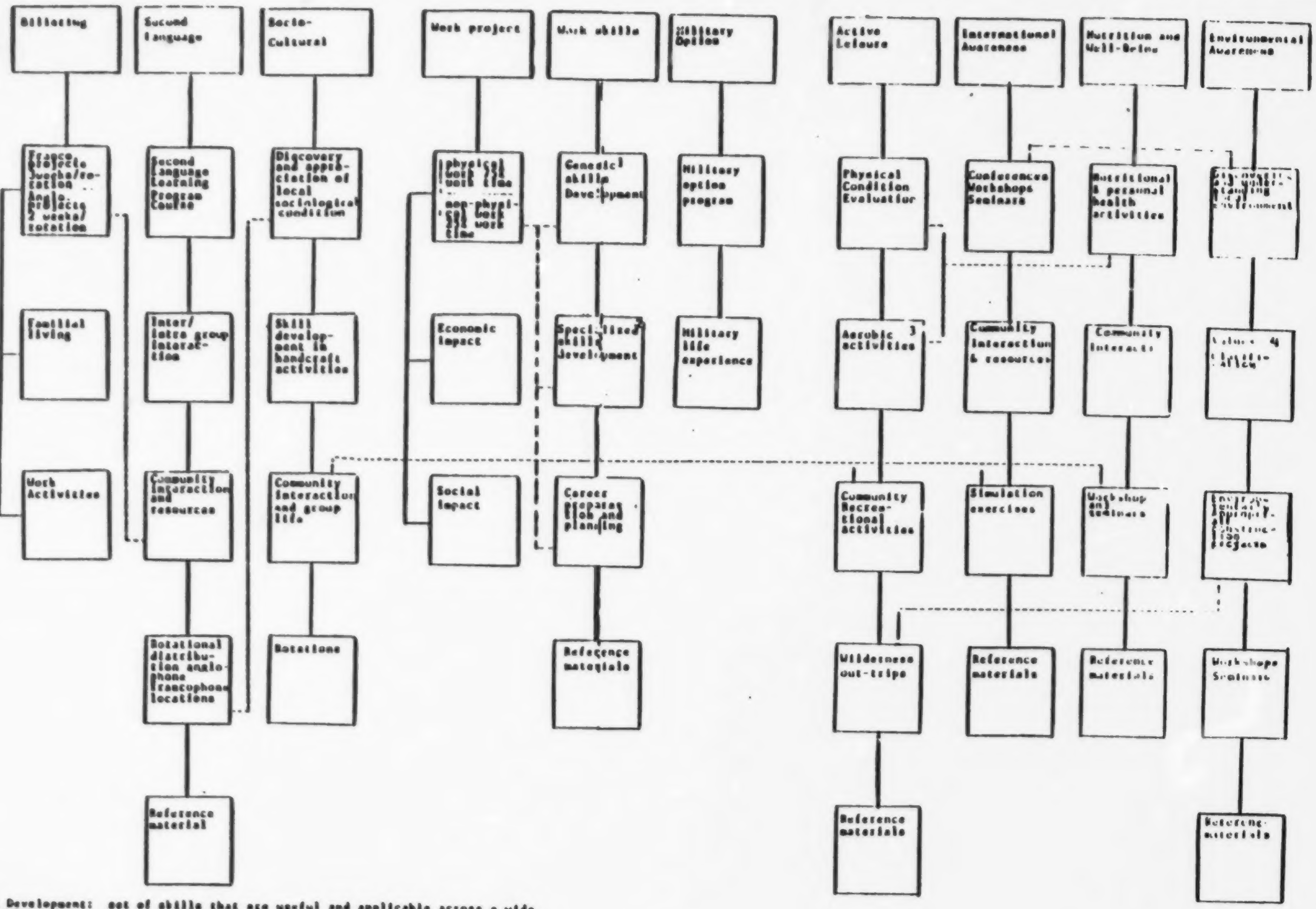
EXHIBIT 1C: LEARNING PROGRAM ACTIVITIES


Billeting
Franco-projects bucheron-nation
Anglo-projects 2 weeks rotation
Familial living
Work Activities
Second Language
Second Language Learning Program Course
Inter/intra group interaction
Community interaction and resources
Rotational distribution anglophone francophone locations
Reference material
Socio-Cultural
Discovery and appreciation of local sociological condition
Skill development in handcraft activities
Community interaction and group life
Rotations
Work project
physical work 75% work time
non-physical work 25% work time
Economic impact
Social impact
Work skills
Generic skills Development 1
Specialized skills Development 2
Career preparation and planning
Reference materials
Military Option
Military option program
Military life experience
Active Leisure
Physical Condition Evaluation
Aerobic activities 3
Community Recreational Activities
Wilderness out-trips
Reference materials
International Awareness
Conferences Workshops Seminars
Community Interaction & resources
Simulation exercises
Reference materials
Nutrition and Well-Being
Nutritional & personal health activities
Community Interaction
Workshops and seminars
Reference materials
Environmental Awareness
Values 4 Clarification
Workshops Seminars
Reference materials

[1] Generic Skills Development: set of skills that are useful and applicable across a wide range of activities. On one level this would refer to such things as leadership skills, communication skills, organizational skills, crisis management skills, etc. The term 'Generic' also refers to a higher order level of skills that we can categorize by such concepts as, for example, learning how to learn, etc...

[2] Specialized Skills Development: the development of job specific skills. By such means: learning how to use a chainsaw or a variety of other tools, learning how to type, learning how to prepare and serve meals, etc. If a specialized skill, for example, involves knowing how to operate a switchboard, a generic skill might be knowing how to learn how to operate a switchboard.

[3] Aerobic Activities: exercise activities which occur at regular intervals, for regular amounts of time, elevating one's pulse rate to a predetermined rate, thus improving the cardiovascular capacity of the individual.

[4] Values Clarification: the process of introspection and interaction that results in the identification of personal values system as they relate to a given topic area.

———————— Primary contribution

3.0 PROGRAM RESOURCES

The Director, Youth Participation, is responsible for overseeing the terms and conditions of the contribution agreement between the Department of the Secretary of State and OPCAN. The current agreement provides a five year funding commitment subject to Parliamentary approval of the appropriation (News Release - April 29, 1982). Payments are to be made quarterly, in advance, to OPCAN against submissions of statements of actual and projected expenditures.

Person-year resources and O & M funds of the Department associated with the administration of Katimavik are nominal. Less than two person-months are estimated for the purposes of Departmental administration and analysis.

The table below presents a summary of OPCAN/Katimavik contribution funds and staff by program year.

Katimavik Program Cycle	Budget ($Millions)	Expenditures ($Millions)	OPCAN/ Katimavik Personnel	OPCAN/ Katimavik Field Staff	Total (2) OPCAN/ Katimavik Personnel
I	$10.0	$ 8.4	50	120	170
II	10.5	9.1	50	148	198
III	10.7	10.6	58	156	214
IV	12.1	12.0	54	120	174
V	13.3	13.3	52	150	202
VI (1)	14.6	14.5	111	134	245
VII (Forecast)	18.8	—	114	138	252

Note: (1) The accounting of Katimavik expenditures was adjusted for contract purposes in Program year VI (Clause 5.1 (b)). Second quarter OPCAN/Katimavik cash requirements were adjusted to reflect expended budget amounts.

(2) The above personnel figures represent the average annual number of staff retained during most of the year. Coordinators and Reserve Group Leaders were considered as field staff up to and including Year V. Beginning in Year VI, District Coordinators and Reserve Group Leaders are included in OPCAN/Katimavik personnel as permanent staff on an indefinite duration contract.

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4.0 PROGRAM DELIVERY

4.1 Katimavik/OPCAN Organization

OPCAN is a private, non-profit corporation that manages and operates the Katimavik program. The national office of OPCAN is located in Montreal. There are five regional offices located in Halifax, Montreal, Ottawa, Saskatoon and Vancouver. Exhibit 2 presents an overview of the Katimavik/OPCAN organization.

The corporation is governed by a Board of Directors comprising 26 volunteer members, including a six-member Executive Committee. Annex E presents lists of the members of the Executive Committee and the Board of Directors as well as a brief background on each member. With representation drawn from all across Canada, the Board's role is to develop broad policy and ensure that Katimavik program objectives are met from year to year.

Operating authority is delegated to the Executive Director of OPCAN who administers the program with the aid of the Deputy Executive Director and three department heads: the Program Director, the Director of Finances and Administration, and the Director of Communications. National staff are responsible for the development of specific policies and guidelines, receipt of participant applications and regionally approved project proposals, selection of participants and management of program finance/administration. Regional staff of Katimavik are responsible for the development of project proposals and the management of field operations.

Exhibits 3 and 4 present overviews of the national and regional OPCAN/Katimavik corporate organization charts. Annex F presents a brief overview of the responsibilities of Katimavik Regional Office and Field Staff and includes sample job descriptions (1982) for the District Coordinator, Group Leader and Reserve Group Leader positions.

EXHIBIT 2: OVERVIEW OF OPCAN/KATIMAVIK ORGANIZATION

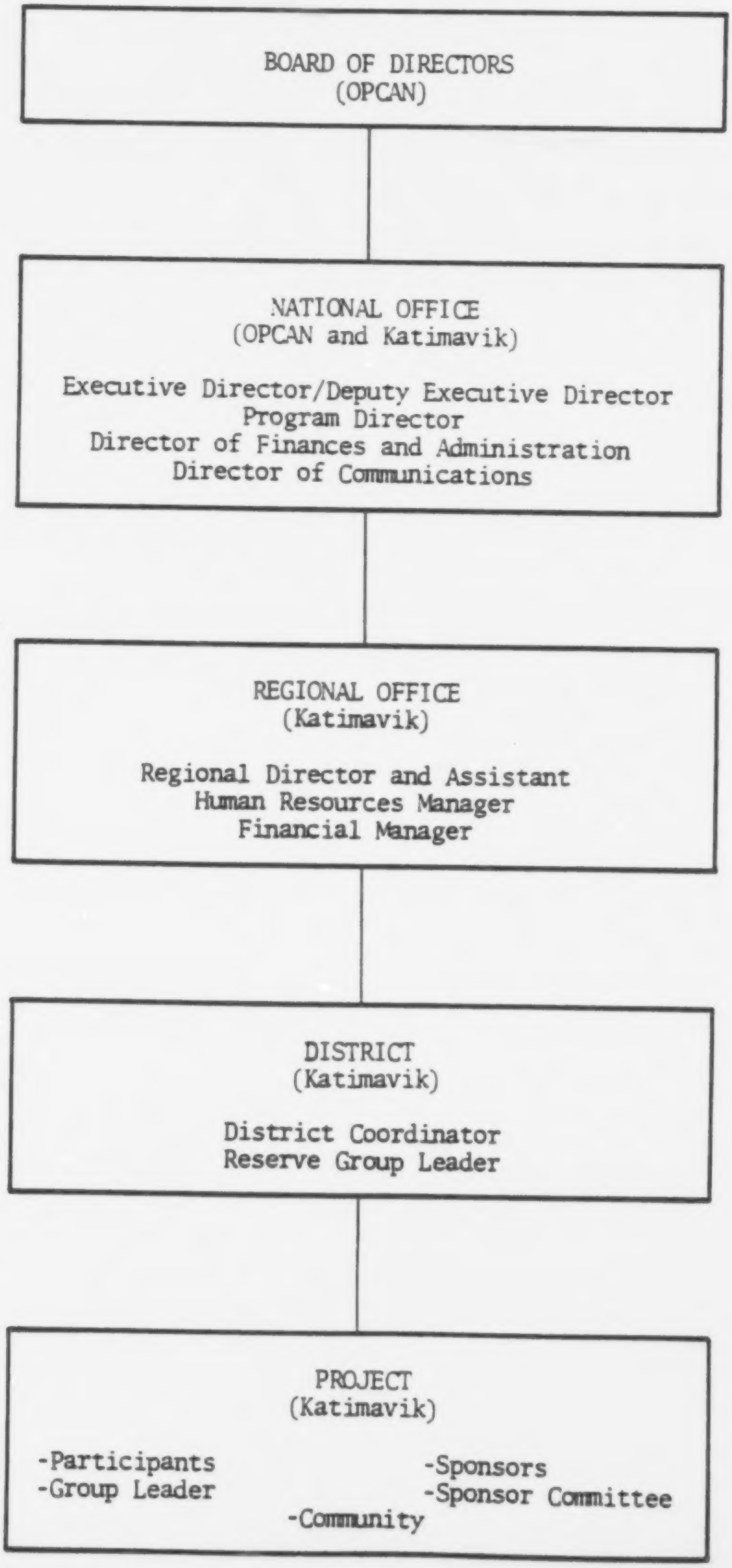

BOARD OF DIRECTORS
(OPCAN)
NATIONAL OFFICE
(OPCAN and Katimavik)
Executive Director/Deputy Executive Director
Program Director
Director of Finances and Administration
Director of Communications
REGIONAL OFFICE
(Katimavik)
Regional Director and Assistant
Human Resources Manager
Financial Manager
DISTRICT
(Katimavik)
District Coordinator
Reserve Group Leader
PROJECT
(Katimavik)
-Participants
-Group Leader
-Sponsors
-Sponsor Committee
-Community

EXHIBIT 3: SUMMARY ORGANIZATION CHART OF OPCAN/KATIMAVIK AT THE NATIONAL LEVEL

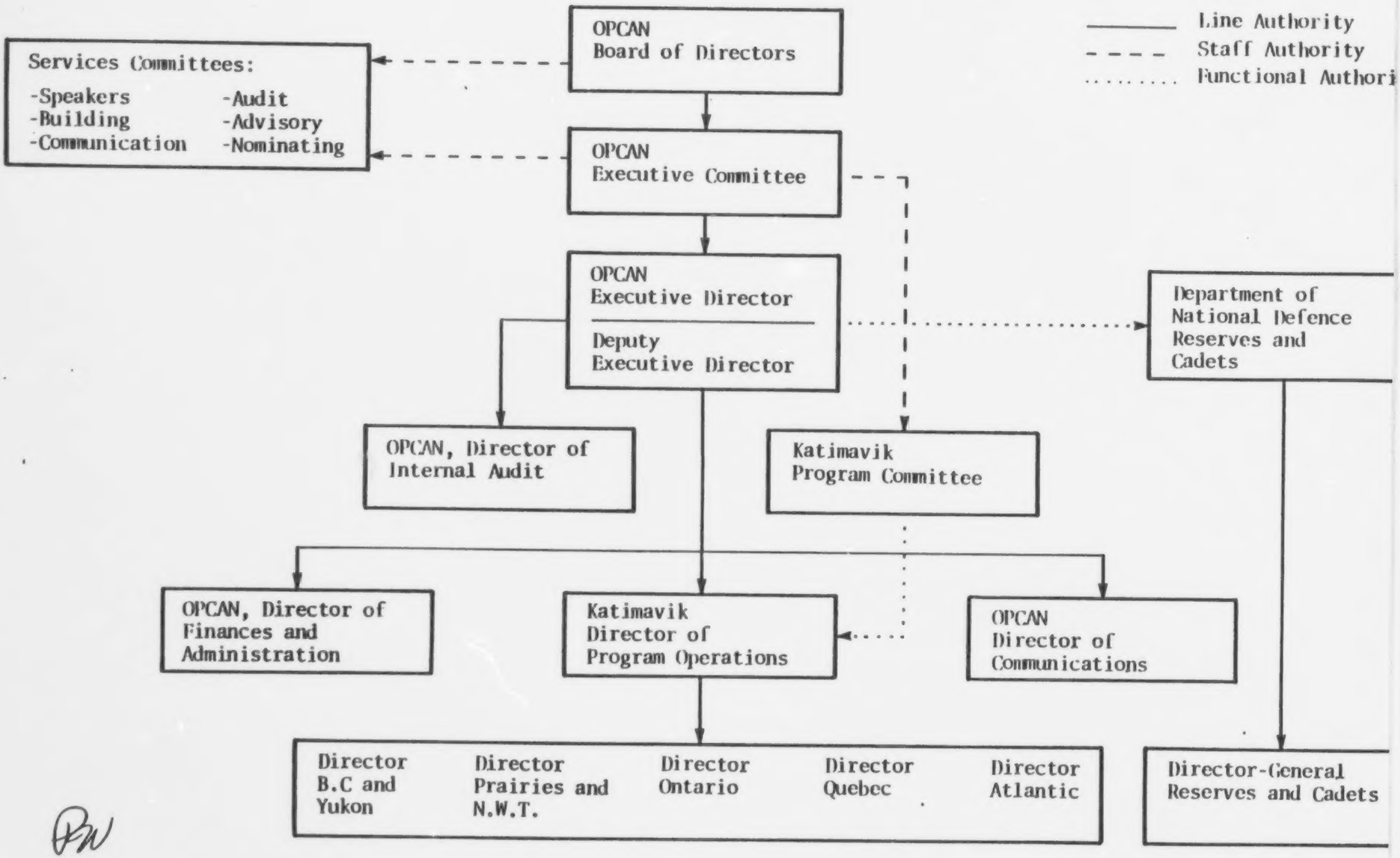
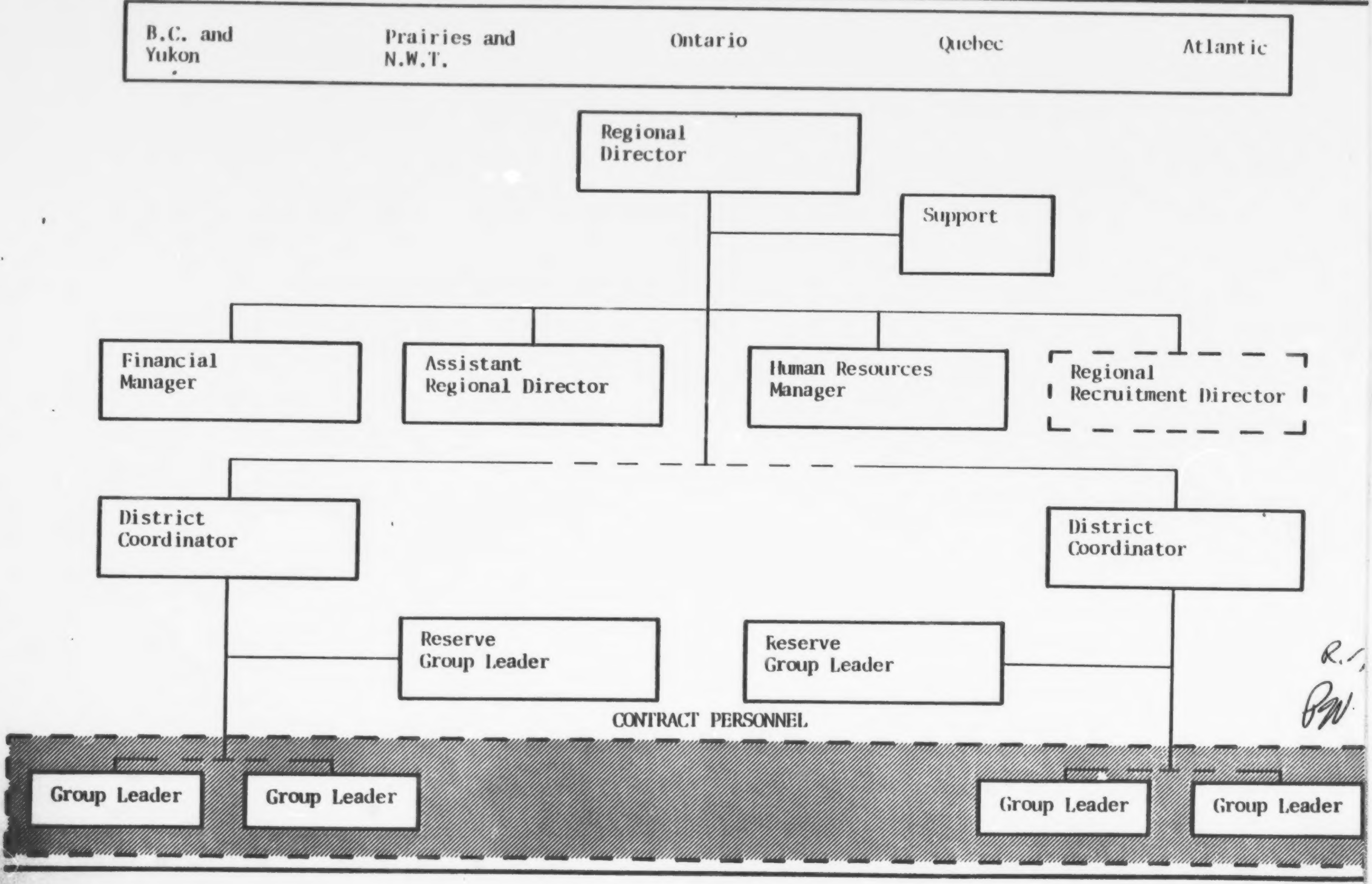

Line Authority
Staff Authority
Functional Authori
OPCAN Board of Directors
Services Committees:
-Speakers
-Building
-Communication
-Audit
-Advisory
-Nominating
OPCAN Executive Committee
OPCAN Executive Director
Deputy Executive Director
Department of National Defence Reserves and Cadets
OPCAN, Director of Internal Audit
Katimavik Program Committee
OPCAN, Director of Finances and Administration
Katimavik Director of Program Operations
OPCAN Director of Communications
Director B.C and Yukon
Director Prairies and N.W.T.
Director Ontario
Director Quebec
Director Atlantic
Director-General Reserves and Cadets

EXHIBIT 4: SUMMARY ORGANIZATION CHART OF OPCAN/KATIMAVIK AT THE REGIONAL LEVEL


B.C. and Yukon
Prairies and N.W.T.
Ontario
Quebec
Atlantic
Regional Director
Support
Financial Manager
Assistant Regional Director
Human Resources Manager
Regional Recruitment Director
District Coordinator
District Coordinator
Reserve Group Leader
Reserve Group Leader
CONTRACT PERSONNEL
Group Leader
Group Leader
Group Leader
Group Leader

4.2 Participant Selection

Each year a recruitment campaign informs Canadian youth about the Katimavik program. Participants are selected at random from the applicants to Katimavik by a computer program that uses five key socio-demographic characteristics as criteria to ensure that each project group of 11-12 members reflects, as nearly as possible, a cross-section of the Canadian population. These criteria include three primary elements—sex, official language (French or English), province of residence and two secondary elements—family income and size of home community (urban/rural).

The selected participants are assigned to a project group. Over the nine month period, the group works at three specific project sites in different regions of Canada selected to offer participants a wide variety of work experiences and living situations.

Katimavik provides the program participants with all food and lodging as well as with transportation to and from the host communities. The participants earn no salary but receive one dollar a day for spending money, and upon completion of the program, an honorarium of $1,000 to assist in their return to the job market or to academic life.

4.3 Katimavik Projects

The Katimavik program revolves around the community work project. Annex G provides brief descriptions of a sample of Quebec and Ontario Katimavik projects presented in the program's literature (1982). Any non-profit group (e.g. municipal government, service club, government agency, community association, society, school, church or hospital) may propose physical work or other service-type projects. Profit making organizations may also propose projects under certain conditions.

The potential sponsoring group identifies possible work projects

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and contacts the Katimavik Regional Office or the local District Coordinator. The proposal is reviewed with Katimavik and each potential project sponsor submits a Project Application form (Annex H) for a physical work project and/or a cultural, educational or other community service project to the Katimavik Regional Office or the District Coordinator - who forwards the Project Application to the Regional Office.

The proposed project is then submitted by the Regional Office to Katimavik's National Office Project Selection Committee. Representatives from each sponsoring group are encouraged, at this point, to form a local Katimavik Sponsoring Committee to oversee local commitments and to sponsor the overall project including the local activities of the Katimavik group.

Upon a project's approval by the Project Selection Committee and Katimavik's Board of Directors, Katimavik staff begin their work with the individual sponsors and the Sponsor Committee. For the duration of the project, each project is supported by trained personnel consisting of the group leader who works and lives with the participants, a reserve project leader and district coordinator.

Where possible, and prior to the participants' arrival at the project site, a representative from the local Katimavik sponsor committee is encouraged to attend the Regional Staff Training Camp for intensive program briefings. During the week to ten day initial orientation session after the arrival of the participants at the project site, sponsors are provided with an opportunity to outline the objectives and the work to be accomplished with Katimavik's help.

Each sponsor is responsible for the work that its organization has agreed to undertake. Further, each individual sponsor undertakes: to provide on-the-job supervision of the program participants, the necessary tools and materials required for the project, personnel for the training of volunteers in project

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related skills, transportation of volunteers to and from work sites (where possible), and public liablity insurance; to review with the participants the past week's work and plan the tasks for the following week; and, to evaluate the impacts of the Katimavik project upon its completion by responding to a sponsor questionnaire (Annex I).

The Katimavik Sponsor Committee is composed of representatives from the sponsoring organization, the community, Katimavik Regional Office, field staff and participants. Exhibit 5 presents the structure of a typical Sponsor Committee. The activities of the Katimavik Sponsor Committee are:

- to plan, propose and oversee the achievement of the project's objectives, i.e. quality of work projects;
- to assist in finding accommodation for the Katimavik group;
- to help locate host families to billet participants for two to three weeks;
- to help locate Honorary Parents for each participant;
- to ensure that each individual Sponsor fulfills its obligations;
- to facilitate integration and involvement of participants in the life of the community;
- to establish contacts with the local news media.

Although the specific work activities of each project vary with the needs of the host community, the official work commitment during the course of a nine-month Katimavik project is 168 work weeks (Sponsor Application and Guide brochure). The commitment

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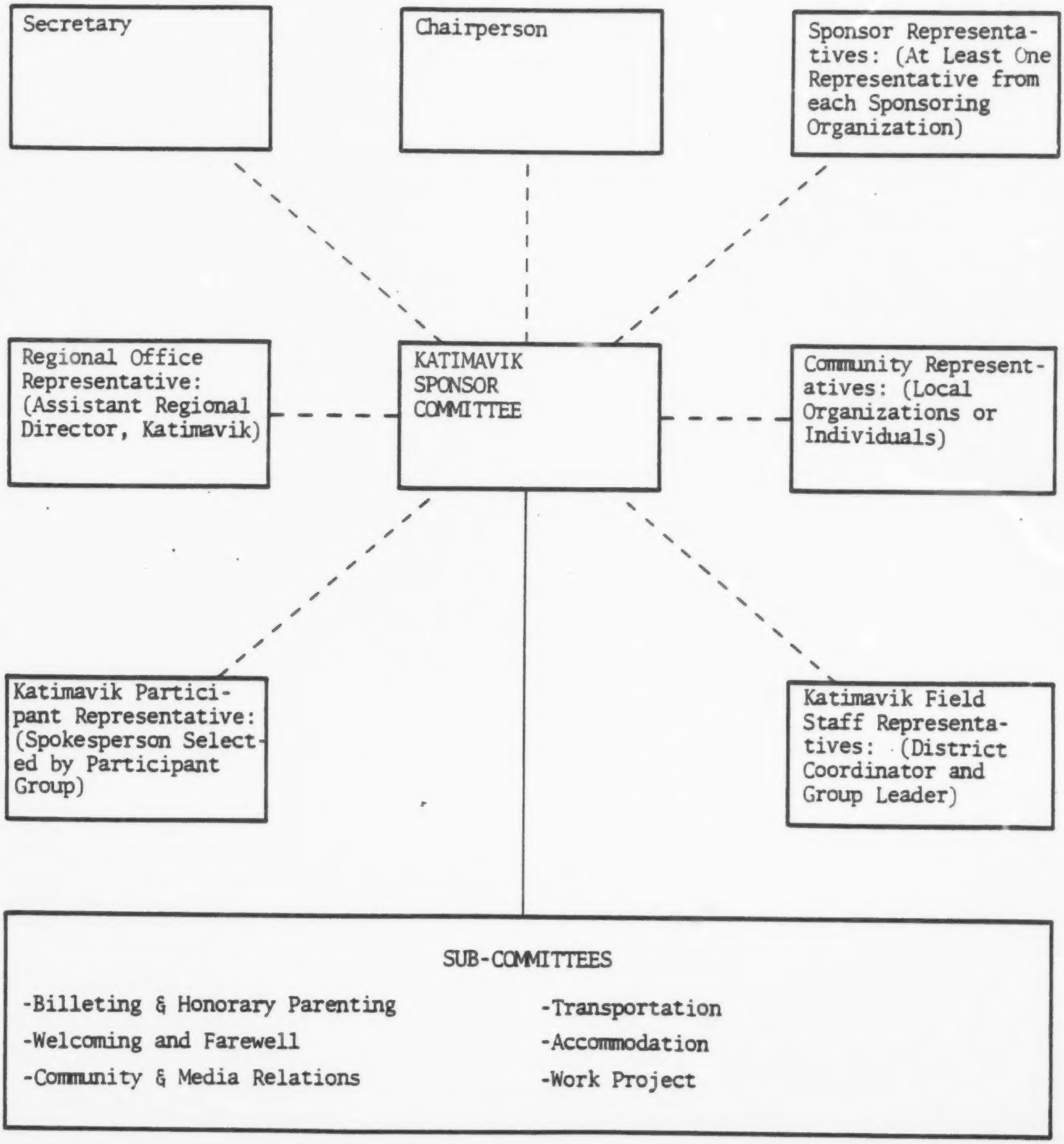
EXHIBIT 5: STRUCTURE OF A TYPICAL KATIMAVIK SPONSOR COMMITTEE


Secretary
Chairperson
Sponsor Representatives: (At Least One Representative from each Sponsoring Organization)
Regional Office Representative: (Assistant Regional Director, Katimavik)
KATIMAVIK SPONSOR COMMITTEE
Community Representatives: (Local Organizations or Individuals)
Katimavik Participant Representative: (Spokesperson Selected by Participant Group)
Katimavik Field Staff Representatives: (District Coordinator and Group Leader)
SUB-COMMITTEES
-Billeting & Honorary Parenting
-Welcoming and Farewell
-Community & Media Relations
-Transportation
-Accommodation
-Work Project

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is based on an average of seven participants and eight work-weeks in each trimester.

Key criteria for the identification and selection of Katimavik projects include:

- productive, stimulating work activities, possibly shared by several different sponsors over a nine month period;
- education value;
- opportunities to learn new manual skills;
- non-profit status of sponsoring organization(s);
- needs of the community;
- definite goals and concrete results;
- assurance that no jobs will be taken away from others;
- no direct conflicts with other programs in the area;
- environmental aspects of the project;
- work reflecting, in part, the distinctive nature of the locality;
- allowance for two to three weeks billeting of participants each rotation and a sufficient number of local families willing to provide this billeting experience for each volunteer;
- sponsor identification of appropriate accommodation.

Exhibit 6 presents a summary of Katimavik projects by region in Year VI. Annex J provides an overview of historic Katimavik program data for Years I - VI and forecast figures for Year VII.

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EXHIBIT 6: SUMMARY ANALYSIS OF KATIMAVIK YEAR VI WORK PROJECTS(*)

	Number of Projects (Francophone)	Number of Sponsors (1)	Total Work Weeks(2)	% Physical Work Weeks	% Non-Physical Work Weeks
Atlantic	25(7)	53	3,885	85	15
Quebec	34(30)	74	5,497	72	28
Ontario	25(4)	60	4,224	64	36
Prairies & N.W.T	26(6)	80	4,246	64	36
B.C. & Yukon	25(0)	67	4,248	64	36
National Total/Ave.	135 (47)	334	22,100	71	29

* Notes:

(1) Sponsors - Any non-profit group (e.g. municipal goverment, service club, government agency, community association, society, school, church or hospital) may sponsor a Katimavik project. The number of sponsors shown above ~~is based~~ on the number of "Project Applications" which together make up a Katimavik project.

(2) Total Work Weeks - Total Work Weeks is based on adding the number of Physical and Non-Physical Work weeks. This figure does not include the two weeks billeting per rotation on anglophone projects or the three weeks billeting on francophone projects. Billeting, although not included in this, is considered to be work, even though the program does not require any formal Project Application from each billeting family.

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5.0 OPCAN/KATIMAVIK PROGRAM LOGIC MODEL

5.1 Introduction

The OPCAN/Katimavik program is described in detail in the preceding sections. Exhibit 7 on the following page schematically depicts the major characteristics and logic of the Katimavik program in terms of its elements, outputs and impacts/effects. The logic model was developed explicitly for the purpose of assisting with the conceptualization of evaluation issues and future evaluations of OPCAN/Katimavik.

It should be noted that this model does not parallel the program's hierarchy of objectives. Rather, the model takes all the key components of the objectives hierarchy and arrays them in cause and effect relationships which are designed to reflect the logic of the program and to provide a sound basis for the development of an evaluation framework.

5.2 Elements

As depicted in Exhibit 7, the program comprises six major elements: promotion, monitoring and control of projects, selection of participants, selection of sponsors, selection/training of field staff, and the provision of funds. The elements can be viewed as groups of activities (e.g. solicitation, review and approval of applications - both from participants and sponsors, based on pre-established criteria; the formation of projects groups, etc.). The ultimate purpose behind these elements is to field the Katimavik program through a series of activities and experiences.

5.3 Outputs

In a global sense, the Katimavik experiences and activities - whether obtained through projects or group life experience - are the principal program outputs. It is through these that the program's impacts/effects are to be generated and its objectives

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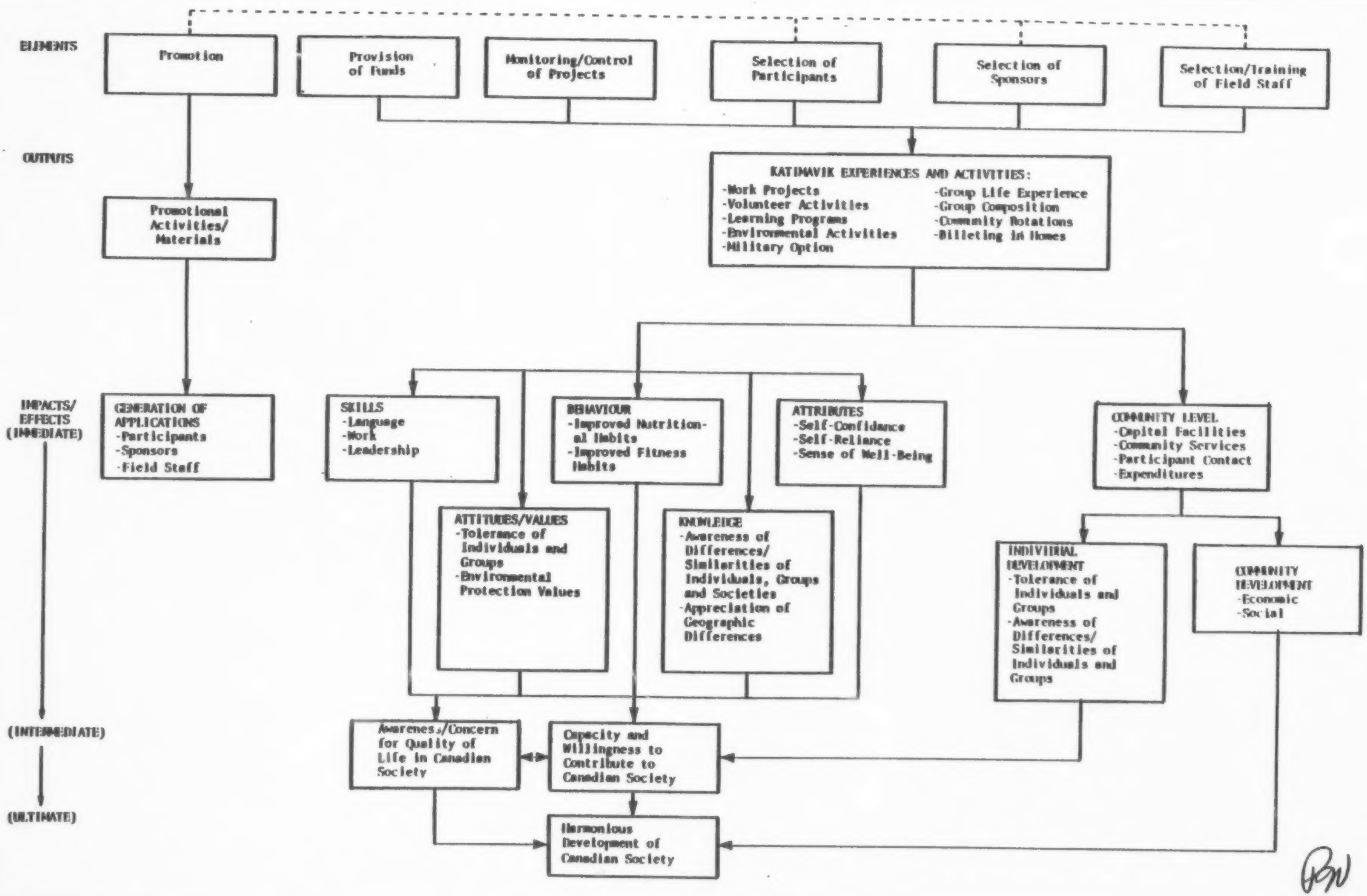
EXHIBIT 7: OPCAN/KATIMAVIK PROGRAM LOGIC MODEL


ELEMENTS
Promotion
Provision of Funds
Monitoring/Control of Projects
Selection of Participants
Selection of Sponsors
Selection/Training of Field Staff
OUTPUTS
Promotional Activities/ Materials
KATIMAVIK EXPERIENCES AND ACTIVITIES:
-Work Projects
-Volunteer Activities
-Learning Programs
-Environmental Activities
-Military Option
-Group Life Experience
-Group Composition
-Community Rotations
-Billeting in Homes
IMPACTS/ EFFECTS (IMMEDIATE)
GENERATION OF APPLICATIONS
-Participants
-Sponsors
-Field Staff
SKILLS
-Language
-Work
-Leadership
BEHAVIOUR
-Improved Nutritional Habits
-Improved Fitness Habits
ATTRIBUTES
-Self-Confidance
-Self-Reliance
-Sense of Well-Being
COMMUNITY LEVEL
-Capital Facilities
-Community Services
-Participant Contact
-Expenditures
ATTITUDES/VALUES
-Tolerance of Individuals and Groups
-Environmental Protection Values
KNOWLEDGE
-Awareness of Differences/ Similarities of Individuals, Groups and Societies
-Appreciation of Geographic Differences
INDIVIDUAL DEVELOPMENT
-Tolerance of Individuals and Groups
-Awareness of Differences/ Similarities of Individuals and Groups
COMMUNITY DEVELOPMENT
-Economic
-Social
(INTERMEDIATE)
Awareness/Concern for Quality of Life in Canadian Society
Capacity and Willingness to Contribute to Canadian Society
(ULTIMATE)
Harmonious Development of Canadian Society

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achieved. The range of activities, projects and experiences which define the total Katimavik experience are summarized as followed:

- work projects
- volunteer community activities
- learning programs
- environmental activities
- military option
- group life experience
- composition of teams (reflection of Canada)
- rotations through three communities
- billeting in community homes

Other outputs of the program flow from the promotion element and include outputs such as materials, campaigns, etc., produced for the purpose of soliciting applications from potential participants, sponsors and field staff.

5.4 Impacts and Effects

The primary purpose of the program is to effect changes in the participants along a number of dimensions. These are summarized in the model in terms of

- skills
- behaviour
- attributes
- attitudes/values
- knowledge

At the same time, however, there are impacts and effects at the community level in terms of the creation of capital facilities, provision of services, contacts with project participants and the expenditure of funds. These, in turn, affect the economic and social development of communities as well as the personal development of individual community members.

Finally, all changes effected at the individual level (whether participants or community members) are seen as contributing to the capacity and willingness of individuals to contribute to Canadian society. In addition, changes at the individual Katimavik participant level are to have an impact on their ongoing awareness of, and concern for, the quality of life in Canadian society. All of the impacts and effects should ultimately contribute to the harmonious development of Canadian society in general.

Received and approved as indicated by signature below and by initials on each page of the Profile:

R. Doyle

for the Program component:

19/12/83

19 XII 83

date:

Peter M Wiebe

A/Director

for the Program Evaluation Directorate:

9 November 1983

date:

Annexes to the
Katimavik
Component Profile

Annex A: Previous Katimavik Evaluations
Annex B: Selected Other Youth Related Employment Programs
Annex C: List of Cabinet/Treasury Board Authorities
Annex D: Katimavik Draft Agreement & Schedule for Fiscal Year 1983-84
Annex E: OPCAN/Katimavik Board of Directors: (March, 1983)
Annex F: Katimavik Regional Office and Field Staff
Annex G: Selected Project Descriptions: Ontario and Quebec Regions
Annex H: Katimavik Sponsor Project Application
Annex I: Katimavik Project Sponsor Questionnaire
Annex J: Historic Katimavik Program Data

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ANNEX A

PREVIOUS KATIMAVIK EVALUATIONS

Annex A: Previous Katimavik Evaluations

Previous evaluations:

The following documents were consulted in the preparation of this component profile and are available from the Program Evaluation Directorate of the Department of the Secretary of State.

Fall, 1977, 1978 - OPCAN - produced "Status Reports" containing some administration data that are useful for evaluation.

Fall, 1978 - Evaluation of Katimavik by the Treasury Board in five separate reports and a summary which forms part of a "Discussion Paper" to Cabinet, dated November, 1978.

May, 1980 - "Katimavik Participant Follow-up Survey" by Canada Employment and Immigration Commission. Final summary report and data tabulations are also available from the Program Evaluation Branch of CEIC.

Fall, 1981 - Evaluaton of Katimavik by the Department of the Secretary of State: "An Evaluation of Katimavik: Efficiency" and "An Evaluation of Katimavik: Effectiveness" in separate volumes with summaries and recommendations.

Background literature:

1979 Faites-leur batir une tour ensemble, Jacques Hebert. Les editions heritage inc., Montreal.

1979 Have Them Build a Tower Together, Jacques Hebert. McClelland and Stewart Ltd., Toronto.

ANNEX B

SELECTED OTHER YOUTH RELATED EMPLOYMENT PROGRAMS

Annex B:

Selected Other Youth Related Employment Programs

This annex provides an overview of the California Conservation Corps (*) and of a number of other domestic and international youth related employment programs. A brief description of the California Conservations Corps (CCC) is presented here for two reasons:

a. the several similarities to the Katimavik experience,

b. national interest in the United States in the CCC as a possible model for an American Conservation Corps and/or a National Youth Service to 'attack' youth unemployment. 'Character, competence and cooperation' are a premise of The California Conservation Corps. From the introduction to the 1981 Annual Report:

> "Our young people want a challenge. They are refusing to remain mired in an age of use and abuse where the takers outnumber the givers. They want to work, to be responsible, and to give of themselves so that future generations may have what too many of us have taken for granted. The CCC gives them the opportunity to do this — to be productive, and to gain a real sense of accomplishment."

The CCC was established by state legislation in 1976 to "engage in projects for conserving, improving, or developing natural resources and preserving the "environment." The legislation defined the Corp's

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(*) From The State Youth Initiatives Project (Working Paper #5) The California Conservation Corps: A Case Study. M.A. Bilin. December, 1982.

objectives:

. "to further the development and maintenance of the natural resources and environment of this state by the young men and women of this state,

. to benefit them by providing meaningful educational and work opportunities,

. to devote available resources of the state to providing on-the-job training to such persons so that they may acquire employable skills, experience and knowledge,

. and to benefit the public by accomplishing useful and needed public works projects."

Corps members put in an eight hour day observing the Corps' five affirmatives: do high quality work, learn useful skills, build your vocabulary, share your skills, and practice conservation. Classes, workshops and other educational activities are scheduled during the evenings and on weekends. Literacy and career development are two new and emerging themes increasingly emphasized in the CCC program.

Applicants to join the California Conservation Corps must be 18 to 25 years old, California residents, willing to work, and neither on probation nor on parole. The applicant must have a complete physical examination and must register to vote. No other requirements exist. Education level, income and employment status are not considered.

The Corp's first priority is to respond to emergencies and help during disasters. Ongoing work includes conservation and environmental protection activities and urban public works.

The individual work projects are selected by CCC directors based on: the project's benefit to the public, the opportunities for corps members' education and skills training, not competing with existing unionized work, and leaving a visible record of the Corp's contribution to the community.

Municipal, state and federal governments as well as non-profit groups may sponsor projects under the program. The sponsor supplies technical supervision, know-how, the necessary materials and supplies and is asked to provide corps members with meaningful after hours learning opportunities.

Aside from the direct economic impacts of the CCC program, CCC staff indicate that the primary impacts on participants is impressionistic, resulting in: positive attitudes toward work and a capacity to work hard, interest in cooperation and learning, and for employees involved in conservation or energy related work, basic skills. This is supported by Corps members, responding to a survey conducted in 1981, who rated the California Corps highest in building their self-confidence, providing skills and experience, and increasing their ability to express themselves.

Youth Employment Programs in Canada

In 1982, the Youth Employment Branch, Employment & Immigration Canada, updated two publications reviewing federal and provincial youth employment programs in Canada. Exhibits 1 and 2 are based on these publications. The exhibits present a summary of a selected range of youth employment programs and approaches to public programming for youth development that provides an overview of the general environment in which Katimavik operates.

EXHIBIT 1: SUMMARY OF SELECTED FEDERAL YOUTH SPECIFIC EMPLOYMENT PROGRAMS FOR 1982-83
YOUTH EMPLOYMENT BRANCH, EMPLOYMENT & IMMIGRATION CANADA AUGUST 1982

Sponsor	Objective	Number of Participants	Projected Expenditure ($000)
1. Employment & Immigration			
a. Specialized Youth Units	Help the hard-to-employ youth clients to develop realistic occupational and vocational plans; Facilitate their successful integration into productive employment; Work with community agencies on cooperative approaches maximizing employment opportunities for youth in the community.	150,000	3,500
b. On-Campus Employment Centres	To facilitate the placing of post-secondary students and graduates in part-time and full-time employment.	129,000 (Registered Clients)	3,519
c. Canada Employment Centres for Students	To facilitate the placement of students into employment both with public and private sector employers during the summer months.	315,000 (Placements)	11,900
d. Summer Youth Employment	To establish awareness among employers, householders and apartment dwellers of the possibility of hiring students during the summer. To provide students with information which could assist them in securing summer employment or creating employment for themselves for the summer.	Included above	690.4
e. CWTP Youth Projects	Integrate high school dropouts into the work force. Foster cooperation between government and the private sector.	212	1,400
f. Program for the Employment Disadvantaged	To stimulate continuing employment in in the private sector for the physically or mentally handicapped and of other employment disvantaged persons who face special barriers securing employment.	9,830	26,500 (Includes Incremental Youth Element)
g. Summer Canada	To provide summer employment for students by creating new jobs to supplement those currenly in place, which require or directly contribute to the development of initiative, responsibility, good work habits or work skills.		
	The Community Projects Stream	31,900	59,798
	The Special Initiatives Feature	700	2,000
	The Federal Projects Stream	5,866	15,317.4
	The Public Service Employment Component	2,533	9,119.2
h. Native Internship	To provide saleable skills to native students through work experience in the Commission/ Department.	315	1,900
i. International Exchange Program for Young Workers	To enable Canadian and foreign youth (18-23 yrs.) to gain work experience in each others countries through 11 movements.	913	—
j. International Exchange Program for Post-Secondary Students	To enable Canadian and foreign post-secondary students to experience working and living in each others countries through 25 international movements.	2,885	54.2 (Shared: External Affairs & EIC)
2. Canadian International Development Agency			
a. Canada World Youth (CWY)	To promote an understanding and appreciation among youth for international development and to enhance awareness of the role and place of young people in the world community.	604 (Canadian 302)	6,181.3
b. Canadian Crossroads International	To provide an opportunity for young Canadian to relate with the peoples of Africa, Asia and the Carribean through participation as volunteers in community assistance projects there, and to bring young volunteers from those countries for participation in short-term projects here.	185 (Canadian 150)	1,050

EXHIBIT 1: SUMMARY OF SELECTED FEDERAL YOUTH SPECIFIC EMPLOYMENT PROGRAMS FOR 1982-83
YOUTH EMPLOYMENT BRANCH, EMPLOYMENT & IMMIGRATION CANADA AUGUST 1982 (CONT'D)

Sponsor	Objective	Number of Participants	Projected Expenditure ($000)
3. External Affairs			
a. Canada/German Work Student Exchange	To provide summer employment opportunities for Canadian and German youth and to increase their awareness and appreciation of each other's cultures.	265 (Canadian 200)	67
(Administered by the Canadian Association of University Professors of German.)			
b. Canada-Mexico Program for Young Specialists & Technicians (Administered by CEIC)	To provide practical career development for Canadian and Mexican youth and to increase their awareness and appreciation of each other's cultures.	40 (Candian 20)	212
c. Franco-Canadian Trainee Agreement (Administered by CEIC)	To enable Canadian and French youths to gain career related experience in each other's countries and improve their linguistic capabilities.	200 (Candian 100)	—
4. National Defence			
a. Reserve Force Training Program	To develop in youth the attributes of good citizenship and leadership through introductory training in the Primary Reserves. Emphasis is placed on providing challenge, a fostering of initiative and responsibility, promotion of individual and collective skills, good work habits and physical fitness.	3,670	6,900
b. Cadet Training Program	To develop in youth and attributes of good citizenship and leadership through participation in Cadet Training activities. Emphasis is placed on providing challenge, a a fostering of initiative and responsibility, promotion of individual and collective skills, good work habits and physical fitness.	9,200	3,100
5. Revenue Canada			
a. Co-operative Education	To provide practical experience to students through co-operative education programs.	45	223
6. Secretary of State			
a. Katimavik	To provide young Canadians with the opportunity to serve society by participating in physical and social work projects that both improve the quality of life in the host communities and provide practipants with the opportunity to develop new skills, interests, a sense of self-reliance and an increased awareness of environmental issues and concerns. To offer young adults the opportunity to increase their knowledge and understanding of the country by living and working in three different parts of the country and by learning the other official language.	1,650	17,600

Source: From 'List of Federal Programs Oriented to Youth Employment' updated August, 1982.

EXHIBIT 2: SUMMARY OF SELECTED PROVINCIAL YOUTH SPECIFIC EMPLOYMENT PROGRAMS FOR 1982-83 YOUTH EMPLOYMENT BRANCH, EMPLOYMENT & IMMIGRATION CANADA FEBRUARY, 1983

Sponsor	Objective	Number of Participants	Projected Expenditure ($000)
1. New Brunswick			
a. Private Sector Employment Program	To provide work experience for youth in the private sector.	600	1500
b. Private Sector Assistance Program for Students	To provide summer employment opportunities for students with Non-Profit and Volunteer Organizations.	276	414
2. Quebec			
Department of Labour, Manpower, and Security of Revenue			
a. Student seasonal employment assistance program	To promote the creation of seasonal jobs for students in agriculture and to provide farmers with the manpower needed for their tasks.	2,610	1,030
b. Quebec Trainee Recruitment and Preparation Program Intergovernmental Affairs	To promote the comprehensive discovery of another society by selected trainees using an approach which takes into account the trainees' vocational and technical interests.	1,500	3,055
	The France-Quebec Youth Bureau, promotes the strengthening of cultural ties between these two francophone societies by enabling young people from the two countries to know each other better.		
3. Ontario			
1. Ontario Career Action Program (O.C.A.P.) College and Universities	To provide Ontario youth, who have left the education system, with opportunities to gain work experience and develop job skills.	15,300	16,800
b. Youth Employment Counselling Centres Program Ontario Youth Secretariat	To allocate funds to community based organizations in Ontario that provide counselling, assistance in finding jobs and follow-up to unemployed youth experiencing particularly severe difficulties in becoming absorbed into productive employment.	10,000	1,817
c. Ontario Youth Employment Program (O.Y.E.P.)	To assist Ontario's farm and business communities in creating new employment opportunities for young people in Ontario.	55,000	30,400
d. Summer Experience Ontario Youth Secretariat	To provide young men and women in Ontario with a wide range of experience-based employment opportunities in culture, recreation, social services, education and environmental conservation.	8,800	12,000
e. Junior Conservationist Award Program Ministry of Natural Resources	To provide summer employment opportunities to Ontario youth between the ages of 16 and 19, in projects relating to study of watershed management, pollution control, soil erosion, forestry, and wild-life management.	34	785
f. Junior Ranger Program Ministry of Natural Resources	To provide Ontario youth between the ages of 17 and 18, with a working and learning experience in an Ontario natural environment.	1,697	4,689
g. Involvement in Municipal Administration Intergovernmental	To provide summer work experiences for students interested in careers in local government.	347	715
h. Students Training in Industrial Relations Labour	To provide summer employment as well as practical exposure to students concentrating on industrial relations.	33	138
i. Winter Experience 1983 - 84 Ontario Youth Secretariat	To reduce unemployment and young people who have left school and are experiencing difficulties including those with less than Grade 12, those with social and cultural advantages and those with physical and mental handicaps.	1700	4750
4. Manitoba			
a. Northern Summer Education Program Labour & Manpower	To provide post-secondary students with practical work experience related to their future career goal of working with children.	32	—
	To increase the leadership ability and skills of teenage youth from semi-isolated and remote areas of Manitoba.		
b. Northern Youth Corps Labour & Manpower	To provide northern communities with grants to cover wages of youth and supervisors for community-sponsored summer employment projects.	320	471.5

EXHIBIT 2: SUMMARY OF SELECTED PROVINCIAL YOUTH SPECIFIC EMPLOYMENT PROGRAMS FOR 1982-83 YOUTH EMPLOYMENT BRANCH, EMPLOYMENT & IMMIGRATION CANADA FEBRUARY, 1983

Sponsor	Objective	Number of Participants	Projected Expenditure ($000)
5. Saskatchewan			
a. Wage Subsidy to municipal recreation authorities and to Non-Profit Organizations	To provide summer jobs for students and other unemployed youth in activity fields related to recreation and culture.	2,500	1,129.3
Culture and Youth	To provide work experience and and training for the participants.		
6. Alberta			
a. Summer Temporary Employment Program Advanced Education Manpower	To provide temporary employment opportunities for Alberta youth during the summer (Twelve different work elements).	5224	8661.3
7. British Columbia			
a. Industrial Training Program Labour	To provide youth with opportunities to develop skills which will lead to permanent employment with the funded employer. To contribute to the social and economic development of the Province by creating employment opportunities.	2020	5,000
b. Youth Incentives Program (Component of the Individual Opportunity Plan) Human Resources	To provide youth, aged 15 - 18, who are in the care of the Ministry of Human Resources or whose parents are on income assistance, with work experience as well as opportunities to develop good employment-related skills and enhancement of their self image. This program is geared particularly to individuals who lack self-confidence, motivation, and good work habits and are therefore unable to function independently and work satisfactorily at a job.	—	91.4
Human Resources			
c. Rehabilitation Resources Program (Indirectly affiliated with the Individual Opportunity Plan)	To enable children or youth who are experiencing great difficulty at school for social and/or emotional reasons or who have dropped out of school, to acquire basic skills which will make it possible for them to re-enter the school or proceed to further training or employment.	3,500	3,894.2
Human Resources			
d. Farm & Business Program Labour	To provide youth with opportunities to develop skills which will assist them in entering the work force. To contribute to the social and economic development of the Province by creating employment opportunities for youth.	8,456	9,400
e. Property Management Program Agriculture & Food	To provide summer employment opportunities for youth in British Columbia is assisting in property extension programs.	21	100
f. International Agricultural Exchange Program International Agricultural Exchange Association/ Agriculture and Food	To provide British Columbia's rural youth with an opportunity to work on a farm in another country, live with a host family, and learn alternative farming methods.	5	—

Source: From 'List of Provincial Programs Oriented to Youth Employment' updated February, 1982.

ANNEX C

LIST OF CABINET/
TREASURY BOARD AUTHORITIES

Annex ~~B~~ C:

List of Cabinet/Treasury Board Authorities

The following documents provide the basis of the Katimavik program's mandate and objectives:

1\.
2\.
3\.
4\.
5\.
6\.
7\.
8\.

[redacted]

Information deleted pursuant to 69(1)(g) Access to Information Act

Renseignements supprimés en vertu de 69(1)(g) la Loi sur l'accès à l'information

9. Contribution Agreement June 20, 1980

10\.
11\.
12\.
13\.
14\.

[redacted]

Information deleted pursuant to 69(1)(g) Access to Information Act

Renseignements supprimés en vertu de 69(1)(g) la Loi sur l'accès à l'information

15. DND-3-76 DP Discussion Paper October 25, 1976

16\.

[redacted]

Information deleted pursuant to 69(1)(g) Access to Information Act

17. DND-3-77 DP November 23, 1977

18\.
19\.

[redacted]

Renseignements supprimés en vertu de 69(1)(g) la Loi sur l'accès à l'information

ANNEX D

KATIMAVIK DRAFT AGREEMENT AND SCHEDULE FOR FISCAL YEAR 1983-84

MEMORANDUM OF AGREEMENT

This Agreement made this day of 198 .

BETWEEN: THE GOVERNMENT OF CANADA (hereinafter referred to as "Canada") represented herein by the Secretary of State of Canada (hereinafter referred to as "The Minister")

AND: OPCAN, a corporation incorporated under Part II of the Canada Corporations Act (hereinafter referred to as "The Recipient") having its Head Office in the City of Montreal, Province of Quebec represented herein by two Directors of the Corporation only duly authorized to sign this Agreement

WHEREAS the Minister has established the Citizens Participation Programme which is designed to provide financial support to voluntary organizations for promoting the full participation of citizens in Canadian society and for youth exchange projects;

AND WHEREAS the Recipient has represented that it is dedicated to the objectives and purposes identified under this Programme;

AND WHEREAS the Recipient has requested financial assistance under the terms and conditions of the Citizens Participation Programme for the purpose of conducting a national volunteer services and development programme (described in Schedule 1 which is an integral part of this Agreement) for Canadian youth known as Katimavik;

AND WHEREAS the Recipient has represented that it shall administer, manage and operate a basic organizational facility for the purpose of;

- raising the level of awareness and concern of young Canadians for the well-being of others, for the quality of life in Canadian society, as well as their capacity and willingness to contribute to it in the future by providing young Canadians with assistance and opportunities to enrich and further their personal development, their sense of responsibility and their perception of harmonious development in society;
- by giving young Canadians training and experience in work of lasting value for the host community and for society at large;
- by training and preparing young Canadians to contribute to environmental protection and harmonious development in a society with limited resources;
- by enabling young Canadians to know and appreciate Canada's regional and cultural diversity, its official languages, its future potential and aspirations.

AND WHEREAS the Recipient has represented that the Katimavik Programme will extend over the period approximately April 1983 to July 1984 and will make reasonable attempts to involve approximately 1650 participants in Year VII of the program. The enrolment of the participants will be scheduled in such a way that approximately 330 will be taken in the programme in June 1983, 561 in July 1983 and approximately 759 in September 1983.

NOW THEREFORE This Agreement Witness that the parties hereto, in consideration of the mutual agreements hereinafter contained agree with each other as follows:

1. **PURPOSE OF CONTRIBUTION**

   1.1 The Recipient agrees that during the term of this Agreement it shall administer, manage and operate a basic organizational facility for the purpose described in the Preamble hereto and Schedule 1; and

   1.2 The Recipient undertakes to organize and administer a national programme known as Katimavik for the purposes described in the Preamble, and in Schedule 1 which is attached hereto.

2. **MAXIMUM AMOUNT OF CONTRIBUTION**

   2.1 The Minister agrees, subject to Parliamentary appropriation of funds, to contribute towards the reasonable expenditures incurred by the Recipient for the purposes described in Clause 1 an amount not to exceed eighteen million seven hundred sixty-two thousand dollars ($18,762,000).

3. **APPROVED BUDGET**

   3.1 The Recipient agrees that the contribution referred to in Clause 2 shall only be applied to those activities described in the approved budget as provided in Schedule II which is an integral part of this Agreement.

   3.2 The Recipient agrees to forward a revised Schedule II to the Minister by September 30, 1983. The revised Schedule II shall replace the Schedule II provided to the Minister upon the signature of this agreement. The maximum amount of the revised Schedule shall not exceed the amount set out in Clause 2 of this Agreement.

   3.3 After the submission of the revised Schedule II as mentioned in Clause 3.2, the Recipient agrees to transfer funds between the budget items only with the permission of the Minister.

4. **TERM OF AGREEMENT**

   4.1 It is understood and agreed that the term of this Agreement shall be from April 1st, 1983 until March 31st, 1984. The agreement may be renewable for an additional three years, up to and including the Government of Canada fiscal year 1986-87 subject to annual consideration of the purposes of the contribution, the maximum amount of the contribution and subject to there being an appropriation from Parliament.

5. **PAYMENT**

   5.1 The Minister agrees that the contribution described in Clause 2 shall be made to the Recipient in the form of advance payments as follows:

   a) the first advance payment, representing the Recipient's cash requirements for April, May and June 1983, shall be made upon signing of this Agreement and the receipt and acceptance by the Minister of the Recipient's:

      i) cash flow forecast statement for the period
      April 1st, 1983 to March 31st, 1984;
      ii) financial statements for the period April 1st, 1982
      to December 31st, 1982.

.../3

b) the second advance payment shall be made upon the receipt and acceptance by the Minister of the Recipient's consolidated audited financial statements as of March 31st, 1983 and shall represent the Recipient's cash requirements for July, August and September 1983 less the unexpended amount for program Year 5 of the operations and the unexpended amount for the 1982-83 Agreement as shown in the audited statements.

c) the third advance payment, representing the Recipient's cash requirements for October, November and December 1983, shall be made upon the receipt and acceptance by the Minister of the Recipient's:

   i) revised cash flow forecast statement as acquired under Clause 3 of this Agreement; and
   ii) financial statements as of June 30, 1983.

d) the fourth and final payment, representing the Recipient's cash requirements for January, February and March 1984, shall be made upon the receipt and acceptance by the Minister of the Recipient's financial statements as of September 30, 1983.

5.2 For purposes of this Agreement, the cash flow forecast statement shall be Schedule II to this Agreement showing all expected sources of revenues and expenditures over the period set forth therein.

5.3 The Recipient agrees that it shall provide an honorarium not exceeding one thousand dollars ($1,000) to each Katimavik participant.

6. INCREASES

6.1 The Recipient agrees that it shall make best efforts to ensure that its salaries and prices conform to the 5 per cent guideline increase for 1983-84 as specified by the Federal Budget of June 28, 1982.

7. FINANCIAL AUDIT

7.1 In addition to the financial statements mentioned in Clause 5, the Recipient shall submit consolidated audited financial statements to the Minister within three months following the end of the period covered by the Agreement. These statements must disclose all sources of revenue and items of expenditure for all programs and operations of the organization, making clearly visible the revenues and expenditures for the activities funded under the Agreement and for any other departmental funding which may have been received over and above the Agreement. The audit shall be conducted by independent practising public accountants, licensed if required under the laws in force where the recipient has its head office, or otherwise appropriately qualified.

8. DISSOLUTION

8.1 In the event that OPCAN cease, or is forced to cease, operations during, or at the end of, this agreement, all assets shall be remitted to Canada.

.../4

9. NOTICES AND COMMUNICATIONS

9.1 All notices and communications to the Minister concerning this Agreement shall be addressed to:

Department of Secretary of State
Youth Participation Directorate
Ottawa, Ontario
K1A 0M5

10. DURATION

10.1 Clause 1 of this Agreement shall bind the only Recipient during the period beginning on April 1st, 1983 and ending on March 31st, 1984, and all contributions as may be payable by the Minister under this Agreement shall be payable only in relation to activities conducted and expenditures incurred by the Recipient during that period.

11. GENERAL CONDITIONS - CONTRIBUTIONS

11.1 The document entitled "General Conditions - Contributions Department of the Secretary of State of Canada", which is attached hereto, is an integral part of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement on the day first written above.

THE GOVERNMENT OF CANADA

THE RECIPIENT: ______________________
(Signature)

____
Secretary of State
of Canada

____
(Name in print)

____
(Position held)

Witness: ______________________
(Signature)

Witness: ______________________
(Signature)

____
(Name in print)

____
(Name in print)

OPCAN/KATIMAVIK

VOLUNTEER YOUTH PROGRAMME

Schedule I

1. PROGRAM DESCRIPTION

a) Definition

KATIMAVIK is a national volunteer services and development programme that provides Canadian youth with an opportunity to serve and learn about their society by engaging in an experience of approximately nine months, centered on the implementation of projects designed to protect and enhance the environment, and which are relevant to the communities and to the youth of Canada.

The program consists of a series of work projects and activities in which the participants are engaged for a nine-month period. The variety of activities are designed to complement each other and, together, achieve the objectives of the organization. Proper balance will be sought between the activities in order to allow participants to benefit from the various components of the program. While different activities will receive different emphasis at each site - in relation to the location of the accommodation, the characteristics of the region and the nature of the major work project - the rotation of the participants to three regions will ensure a proper blend of activities and experience.

b) Content

The first, and essential element of the program is the work project, undertaken at the request of a sponsoring organization. The work project will generally be aimed at protecting and enhancing the quality of the environment in a locality of a region. Its prime characteristic is to be meaningful to the sponsor, the host community, and the region.

These activities will be complemented by volunteer community activities, undertaken by the participants at the request of local voluntary organizations.

Personal development activities are in some cases compulsory, such as the learning of the second official language, but in most cases are determined by the group and individual in order to promote the further acquisition of personal knowledge as well as increased awareness and understanding of the area and its inhabitants.

Concern for the environment, and for learning to cope with a society where resources are increasingly scarce is another essential component of the program, whose objective is to provide the participants with an opportunity to make the best possible use of their accommodations in the production of food, the appropriate utilization of energy, and as a living environment.

Finally, opportunity is offered to a restricted number of participants, for a more disciplined form of participation by serving with the Canadian Armed Forces in the Military Option.

c) Structure

The Programme is structured to achieve the objectives of Katimavik:

- all participants undergo an initial orientation and training period at the beginning of their first trimester;

- the basic unit usually consists of teams of approximately eleven participants each selected to represent the broadest cross-section possible of Canadians (as to region, language, age, gender, and income levels);
- each basic unit usually spends three months at three different locations in different regions of the country, through the nine-month life of the program;
- projects themselves are not limited to the three-month presence of a team assigned to the project;
- optional service with the Canadian Forces for approximately 18% of the participants.

2. PROJECTS AND ACTIVITIES

a) Work Projects

Definition and Objectives: The work project is the central component of the program. A work project is defined as an endeavour undertaken by the participants at the invitation of a sponsor or of the host community. It is generally aimed at protecting or enhancing the quality of the environment in a locality or region. The project has a visible and measurable output, and is useful and meaningful to the participant, the host community and the sponsor agency.

Sponsor: A work project is sponsored by an agency which determines its parameters and defines the outputs with the Katimavik staff in order to ensure that the sponsor's goals, the Katimavik objectives and the community's expectations are compatible and are achieved.

The sponsors of projects are federal and provincial government departments or agencies, municipal governments, non-profit organizations and associations and community organizations. Work projects may be sponsored by private companies or citizens if their outputs and objectives are purely community oriented and if the results produce no direct or indirect profits to the companies or citizens involved.

Selection: Projects are developed by the Regional Offices and district staff in cooperation with the appropriate organization or agency on the basis of selection criteria prepared by the National Office and approved by the Executive Committee. A preliminary screening is performed by the Program Director with the Regional Directors.

Projects are recommended to the Executive Committee of the Board which is responsible for final selection.

Projects are selected on the basis of their potential contribution to Katimavik objectives with due regard for provincial and regional distribution diversity of outputs, value of the experience to be gained by participants, relationship to other projects and activities, as well as to accommodations available in the area.

b) Volunteer Community Activities

Definition and Objectives: These will be undertaken by participants individually or in small groups to assist existing organizations of the host community at their request. Such activities will normally be undertaken by the participants as supplementary to the physical work projects. Their purpose is to stimulate the involvement of participants in useful activities beyond the requirements of the main work projects in order to allow for individual or small group initiatives.

Responsibility: Under the general direction of the District Staff, these will be developed on the basis of requests from voluntary associations of the host community. Group Leaders and District Staff will ensure that useful service is performed and that the aspirations of the community and the participants are well identified and met.

c) Learning Programme

Definition and Objectives: These activities are designed to promote the acquisition of knowledge and awareness by the means of formal lectures, group discussions, personal activities utilizing resources of the group, the community, the sponsoring agency of the work project, or specially acquired resources. Participants are also expected to contribute a fair share of the responsibility for maintaining their household. While leaway will be given to participants to pursue activities of their own choice, language training is compulsory, and emphasis will be placed on activities related to the projects undertaken by the group. Such activities include:

- language training;
- knowledge acquisition related to the project;
- learning about the host community and region;
- further learning about energy resources application and appropriate technology;
- learning about native cultures, Third World, development problems, and world resource problems;
- basic work skills.

Such activities would also include the acquisition of basic life skills; counselling about personal behaviour, alcohol and drug-related problems; and career counselling.

Responsibility: Emphasis on individual responsibility and on activities determined by the group under the general guidance of Group Leaders and District Staff.

d) Environmental Activities

Definition and Objectives: Environmental activities are designed to make the best possible use of the accommodations in the production of food, the appropriate utilization of energy, and as a living environment for the participants.

These activities are expected to provide the participants with experience in adapting to the environment and applying techniques of appropriate technology and conservation. They should increase the self-sufficiency of the team in meeting its food, lodging and energy requirements.

Responsibility: The District Staff and Group Leaders are responsible for helping to initiate and implement such activities within the parameters established by the organization.

Activities of this nature are considered an integral part of the program. However, the degree of emphasis given to, and the nature of, these activities may vary from region to region. It will be part of the development program of the participants that they play an essential role in designing and implementing them with the assistance of Group Leaders and District Staff.

e) Military Option

Definition and Objectives: The objective of the Military Option is to provide a more disciplined form of participation fro a restricted number of participants by serving with the Canadian Armed Forces in their multiple roles in service to their country. The participants receive "basic military training" of three months under the sole supervision of the military authorities. The Canadian Forces will accept groups of approximately eleven during the three trimesters.

Sponsor: The Military Option is sponsored by the Department of National Defence which has the responsibility to determine and manage the program within the guidelines established by the National Board of OPCAN. A liaison officer from the Canadian Armed Forces is appointed to Katimavik in order to ensure maximum compatibility between the Military Option and Katimavik.

3. PROGRAM EVALUATION

A permanent monitoring and evaluation of the program will be made to ensure achievement of objectives and to allow for assessment of the initial experience as well as corrective action. This evaluation will be made on appraisal of predetermined indices of achievement.

It will include:

- reaction and assessment by the host community;
- assessment by the participants;
- assessment of achievement of project objectives;
- assessment of the structure and process of the program (accommodations, work projects and activities, methodology, management and self-management practices).

The evaluation system will meet the following criteria:

- ensure effective measurement referring to well-defined criteria and parameters;
- integrated with all aspects of the planning process, and take into account implications and interface of different aspects of the program;
- decision-oriented, i.e. that the evaluation results in practical decisions related to the operation of the current year of the program;
- universal, i.e. related to all significant aspects of the program;
- continuous, i.e. relate to a continuous process, integrated in the planning process to ensure continuous updating of information and fast decisions.

SCHEDULE II

MONTHLY FORECAST OF CASH REQUIREMENTS/
PREVISION DES BESOINS MENSUELS D'ENCAISSE

YEAR VII/AN VII

1983 ⟶

ACTIVITIES	APRIL/ AVRIL	MAY/ MAI	JUNE/ JUIN	JULY/ JUILLET	AUGUST/ AOUT	SEPT./ SEPT.	SUB-TOTAL SOUS-TOTAL
Communication Dept.	700,028	31,361	31,361	31,361	31,361	31,361	856,833
Program Dept.	53,833	53,833	53,833	53,833	53,833	53,833	322,998
Regional Offices	169,860	169,860	169,860	169,860	169,860	169,860	1,019,160
Projects (civilian & military) - YEAR VI	600,000	600,000	-	-	-	-	1,200,000
YEAR VII			1,212,079	1,212,079	1,212,079	1,212,079	4,848,316
General Administration	142,657	142,657	142,657	142,657	142,657	142,657	855,942
TOTAL MONTHLY BUDGET	$1,666,378	$997,711	$1,609,790	$1,609,790	$1,609,790	$1,609,790	$9,103,249
3-MONTH CASH REQUEST	⟵	$4,273,879	⟶	⟵	$4,829,370	⟶	

FEBRUARY 1983

MONTHLY FORECAST OF CASH REQUIREMENTS/
PREVISION DES BESOINS MENSUELS D'ENCAISSE
YEAR VII/AN VII

		1983			1984			
ACTIVITIES	SUB-TOTAL SOUS-TOTAL	OCTOBER/ OCTOBRE	NOVEMBER/ NOVEMBRE	DECEMBER/ DECEMBRE	JANUARY/ JANVIER	FEBRUARY/ FEVRIER	MARCH/ MARS	TOTAL
Communication Dept.	856,833	31,361	31,361	31,361	31,361	31,361	31,362	1,045,000
Program Dept.	322,998	53,833	53,833	53,833	53,833	53,833	53,837	646,000
Regional Offices,	1,019,160	169,860	169,860	169,860	169,860	169,860	169,861	2,038,321 (1)
Projects (civilian & military - YEAR VI	1,200,000	-	-	-	-	-	-	1,200,000 (2)
YEAR VII	4,848,316	1,212,079	1,212,079	1,212,079	1,212,079	1,212,079	1,212,082	12,120,793
General Administration	855,942	142,657	142,657	142,657	142,657	142,657	142,659	1,711,886
TOTAL MONTHLY BUDGET	$9,103,249	$1,609,790	$1,609,790	$1,609,790	$1,609,790	$1,609,790	$1,609,801	$18,762,000
3-MONTH CASH REQUEST		←	$4,829,370	→	←	$4,829,381	→	$18,762,000

1) Includes $300,000 for Training Camp.

2) The costs of completing Year VII projects during April and May 1984 amounting to $1,200,000 will be included in the Government fiscal year 1984-85, budget covering program Year VIII - $12,120,793 includes participant transportation ($1,719,948), and project supervision ($1,150,000).

ANNEX E

OPCAN/KATIMAVIK BOARD OF DIRECTORS

(MARCH, 1983)

Annex E:

OPCAN/Katimavik Board of Directors (March, 1983)

Honorary President

Mrs. Gabrielle Leger, C.C.
Ottawa, Ontario

Executive Committee

Co-President	Mr. Jacques Hebert Montreal, Quebec - President and Founder of Canada World Youth Co-president and Founder of Katimavik - President of the Organizing Committee of the North-South Youth Assembly - Co-president of the Committee for the Revision of Federal Cultural Policy
Co-President	Mr. Larry Huddart Vancouver, British Columbia - Former President Productos Quaker S.A. Latin America - Former Assistant Director Lester B. Pearson College (1974-77) - Former Vice President Boy Scouts of Canada (Grand Victoria Region)
Vice-President	Judge Raynell Andreychuk Regina Saskatchewan - Judge of the Saskatachewan Provincial Court - President of the Administrative Council Canada World Youth - Member Administrative Council YMCA (1973-77) - President Administrative Council YMCA (1976-77)
Vice-President	Mr. Norman Godfrey Toronto, Ontario - Vice-President Yorkwood Investments Ltd. - Director Toronto Homebuilders Association - Former Director General International Bureau for Professional Development
Vice-President	Mr. Thomas Prins Winnipeg, Manitoba - Consultant Manitoba Department of Education

Members of the Board

Mr. Kell Antoft
Halifax, Nova Scotia

- Director
  Institute of Public Affairs
  Dalhousie University

- President
  Canadian Institute of Public Administration

Mr. Ron Atkey, P.C. Q.C.
Toronto, Ontario

- Barrister & Solicitor
  Osler, Hoskin & Harcourt
- Former Minister
  Employment & Immigration Canada

Mr. Mario Beaulieu
Montreal, Quebec

- Notary
- President
  Simard & Beaudry

Mr. E.W. (Ted) Chapman
Calgary, Alberta

- President
  CFCN Communications Ltd.
- Former President
  Calgary Theatre
- Vice-President
  Committee for the Revision of Federal Cultural Policy

Mr. Bruce Cox
Don Mills, Ontario

- Principal
  Victoria Park Secondary School
- President
  Canadian Humanities Group
- District President
  Ontario Secondary School Teachers

Mrs. Gail Cyr
Yellowknife, N.W.T.

- Director and Founder
  N.W.T. Courtworkers Association
- President
  Administrative Council Arctic House

Mr. Brian Gilhuly (Observer)

- Acting Director General
  Citizens' Participation
  Department of Secretary of State

Mr. Gastien Godin
Shippagan, New Brunswick

- Secretary General
  Association of Professional Fishermen of New Brunswick Inc.

- Fishermen's Representative on various Consultative Committees of Fisheries & Oceans Canada

Mrs. Edythe Goodridge
Ottawa, Ontario

- Head of Visual Arts
  Canada Arts Council

- Former Director
  Art Gallery, Memorial University
  Saint John, Newfoundland

- Assistant Director
  Extension Services, Memorial University

Mr. Hal Hooke
Peterborough, Ontario

- Manager
  Otonabee Conservation Authority

Mr. Gilles Houde
Montreal, Quebec

- Representative, Fitness & Amateur Sport
  Ministry of National Health and Welfare

- Former Director of Marketing
  Mont Tremblant Tourism

Mr. Yves Landry
Dorval, Quebec

- Director
  Municipal Workers Association of Dorval
- Former Katimavik participant

Mr. Guy Lefebvre
Hull, Quebec

- Director General
  Audit Evaluation-Planning
  Department of Secretary of State

- Secretary CRTC
  Commisson of Enquiry on National Broadcasting Policy

Mr. Claude Longpre
Montreal, Quebec

- Architect
  Longpre, Marchand & Associates

- Former President
  Convention Committee
  Order of Architects of Quebec

Miss Carmen Barbara Lott
Coquitlam, British Columbia

- Former member of Armed Forces cadets
- Former Katimavik participant

Ms. Colleen MacCormick
Halifax, Nova Scotia

- Residence Counsellor
  Sir Frederick Fraser School
  Atlantic Provinces Regional Resource Centre
  for the Visually Handicapped
- Former Katimavik participant

Dr. Kenneth Tod MacKay
Prince Edward Island

- Farmer and Former Director for the Ark Project

Mrs. Marion McNair
Fredericton, New Brunswick

- Family Counsellor
  Family Enrichment and Counselling

Ms. Joanne O'Connell
Calgary, Alberta

- Director
  Opinion Research Index
- Member
  YWCA Administrative Committee of Calgary

Mrs. Mary Wood
Toronto, Ontario

- Member, Guides
  Current Events Club (Toronto)

Mr. Norman F. Rudolph
Whitehorse, Yukon

- President, Rudolph Safety Supplies Ltd.
  & N.F. Rudolph Consulting Services
- Member, Whitehorse Chamber of Commerce
- Former President, Yukon Scout Council
- Active Member, Yukon Scout Council.

ANNEX F

KATIMAVIK REGIONAL OFFICE AND FIELD STAFF

Annex F:

Katimavik Regional Office and Field Staff

This annex provides an overview of the responsibilties of each function at the Regional and Field levels (Sponsor Manual, Katimavik).

The Regional Director is the liaison between the National Office and the region. The Regional Director is responsible for the planning, operation and coordination of all Katimavik activities in the region including project development, project operations, regional operations; and staff selection, development training, supervision and evaluation.

The Assistant Regional Director is responible for project development, relationships with host communities, sponsors and Sponsor Committees as the regional representative for Katimavik. The Assistant Regional Director acts in the functions of the Regional Director at the request of or during the absence of the Regional Director.

The Human Resources Manager is responsible for the recruitment, selection and hiring of the District Coordinators, Reserve Group Leaders and Group Leaders. Other responsibilities include the planning, organizing and administering of the Regonal Training Camp and contributing to the planning and implementation of the National Training Session. The Human Resources Manager ensures that appropriate orientation is offered to all participants; supervises the fielf staff throughout the year; and monitors the quality of the Katimavik program objectives as described in the "Participant Manual."

The Financial Manager is responsible for the budgeting, accounting, financial planning, control and reporting within the region. The Financial Manager ensures that project funds are being used in the most cost effective way while maintaining regular liaison with the District Coordinator; the training of the field staff in budgeting and fiancial matters, and monitors the security and hygiene policies and procedures as they apply to the Reginal Office and projects.

The District Coordinator is the liaison between the Regional Office and the district. The District Coordinator is the immediate supervisor of the Reserve Group Leader and Group Leaders in the district and is responsible for project development and the monitoring of on-going project operations. The District Coordinator provides finance and administration training to Group Leaders and Reserve Group Leaders; supervises the preparation of project budgets; monitors and coordinates media relations, relations between community sponsoring organizations and Group Leaders, and, supervises the field staff in the district.

The Group Leader is under the authority of the District Coordinator and is responsible for participant supervision; participant's daily involvement in planning work and learning activities and acting as a liaison between the participant, sponsors and work supervisors to ensure that all work is well done and well planned. The Group Leader is responsible for the planning, coordination and implementation of the Katimavik program objectives (as outlined in the "Participant Manual") according to national guildelines; developing media contacts within the community; and, for the group's budget and administration.

The Reserve Group Leader acts as a temporary replacement for the Group Leader when necessary. The Reserve Group Leader is responsible for staff support through coaching, consulting, advising and identifying the training needs of field staff; for supporting the Group Leader in implementing the Katimavik program objectives through visits, available resources, etcetera; providing support in administrative tasks such as summaries of Monthly Reports and Participant Feedback Questionnaires.

In addition, to the above responsibilites, the District Coordinator and Assistance Regional Director sit on every Sponsor Committee to ensure that Regional Office and field staff are in touch with the needs, expectations and concerns of both the sponsors and the participants.

Sample job descriptions (1982) for the District Coordinator, Group Leader and Reserve Group Leader positions follow.

KATIMAVIK JOB DESCRIPTION

1. TITLE: District Coordinator

   DATE:

   NUMBER OF INCUMBENTS:

   SUPERVISOR: Regional Director

   CLASS: 6

2. SUMMARY OF FUNCTION

Under the authority of the Regional Director, the District Coordinator is responsible for project development in his district, finance and administration, community relations, staff supervision and development.

3. DETAILED DESCRIPTION

3.1 Project Development and Operations

a) research regional organizations, institutions, agencies, service clubs, government bodies, etc...
b) develops and maintains a network of helpful contacts with the above
c) responds to inquiries relating to project development
d) identify, develop, recommends project to Assistant Regional Director, in accordance with National (and Regional) guidelines
e) responsible for monitoring on-going project development and operations.

3.2 Finance and Administration

a) provides finance and administration training to Group Leaders and Reserve Group Leaders
b) supervise the preparation of Group Leaders project budgets
c) verify the accuracy and completeness of project expenditure reports
d) manage material and financial resources of projects assigned to them
e) analyse and control budget variations
f) monitor logistical arrangements.

3.3 Community and Media Relations

a) Coordinate media relations in district.
b) Monitor group leader's media information.
c) Monitor the quality of group leader community organization's relationships.
d) Monitor the quality of community integration.

3.4 Sponsors and Sponsor Committee relations

a) Establish Katimavik Sponsor Committees in the distr
b) Monitor group leader in sponsor and Katimavik Sponsoring Committee relations.
c) Coordinate relations between community sponsoring organizations and group leaders.
d) Monitor the quality of community integration and participation in the projects.
e) Participate in and monitor the functioning of the Katimavik Sponsoring Committees within the district.

3.5 Policy and Procedures

Monitor the implementation and respect of all National and Regional policies and procedures.

3.6 Supervision of District Staff

a) Coordinate the activities of the group leader.
b) Coordinate the activities of reserve gorup leader.
c) Evaluate group leaders.
d) Participate in evaluation of reserve group leader.

3.7 Staff Development

Ensure effective staff development in their district.

4. RESPONSIBILITIES

4.1 Work Supervision

a) Supervise and direct the work of the reserve group leader.
b) Coordinate and monitor the work of the group leader.

4.2 Working Relationships

a) Work in close collaboration with the Human Resources Manager.
b) Work in close collaboration with the Assistant Regional Director.

...3/

c) Work in close collaboration with the Budget Control Officer.
d) Work in close collaboration with other District Coordinators.
e) Ensure the accurate and prompt submission to the regional office of regular and on-request and report summaries.

Perform any other related tasks assigned by the Regional Director.

5. JOB REQUIREMENTS

- Education: Post-secondary education in social sciences, management or equivalent experience.

- Experience: 2 years' experience in management/ supervision and community work.

- Fluently bilingual.

- APPROVAL: Program Director.

KATIMAVIK JOB DESCRIPTION

1. TITLE: Group Leader

   DATE:

   NUMBER OF INCUMBENTS: 180

   SUPERVISOR: District Coordinator

   CLASS: 4

2. SUMMARY OF THE FUNCTION

Under the authority of the District Coordinator, the group leader is responsible for participant supervision, program objectives, community relations and finance and administration.

3. DETAILED DESCRIPTION

3.1 Participant Supervision

a) ensure participants' daily participation in planned work and learning activities
b) ensure healthy, safety and sanitary practices in living and working conditions
c) facilitate the maintenance of a positive group living atmosphere
d) be accessible around the clock for emergencies
e) ensure that the Code of Conduct, Policy and Procedures are adhered to, according to National guidelines. Issues warning and recommends dismissals when necessary.
f) ensure effective participant orientation and training
g) ensure effective preparation for re-integration.

3.2 Program Objectives

a) responsible for facilitating the planning, coordination and implementation of the program objectives according to national guidelines
b) evaluate achievement of the program objectives
c) facilitate and monitor the individual and group development plan(s)
d) arrange the development of the necessary skills and resources to achieve work and learning objectives.

3.3 Community and Media Relations

a) Promote a positive image of the program within the host community.
b) Develop and maintain good media contacts within the community at large.
c) Implement community relations and integration plans in the community.

3.4 Sponsors and Sponsor Committee Relations

a) Develop and maintain good working relationships with the Katimavik Sponsoring Committee and work supervisors.
b) Assist in project development at the request of the District Coordinator.
c) Act as a liaison between the participants, sponsors and work supervisors.
d) Visit each work site several times each week and talk with sponsors, work supervisors and participants to ensure that all work is going well.

3.5 Finance and Administration

The group leader is responsible to:

a) Prepare the project budget.
b) Account for all the project's material and financial resources.
c) Prepare and submit project expense reports and monthly bank reconciliations in accordance with National guidelines.
d) Prepare and submit three-month plans, monthly reports, according to National guidelines.
e) Implement logistical plans at project level.

4. RESPONSIBILITIES

4.1 Working Relations

a) Work in close collaboration with the reserve group leader.
b) Work in close collaboration with other group leaders in the district.

Perform any other related tasks as assigned by District Coordinator.

...3/

c) Work in close collaboration with the Budget Control Officer.
d) Work in close collaboration with other District Coordinators.
e) Ensure the accurate and prompt submission to the regional office of regular and on-request and report summaries.

Perform any other related tasks assigned by the Regional Director.

5. JOB REQUIREMENTS

- Education: Post-secondary education in social sciences, management or equivalent experience.

- Experience: 2 years' experience in management/ supervision and community work.

- Fluently bilingual.

- APPROVAL: Program Director.

KATIMAVIK JOB DESCRIPTION

1. TITLE: Reserve Group Leader

DATE:

NUMBER OF INCUMBENTS:

SUPERVISOR: District Coordinator

CLASS: 5

2. SUMMARY OF THE FUNCTION

Under the authority of the District Coordinator, the Reserve Group Leader is responsible for staff, program and administrative support.

3. DETAILED DESCRIPTION

3.1 Staff Support

a) act as a temporary replacement for field staff when necessary.
b) provide support to group leaders through coaching, consulting and advising
c) recommend corrective action
d) identify training needs of field staff and communicate same to District Coordinator

3.2 Program Support

a) support the group leader in implementing the program objectives
b) visit each project regularly
c) aid in identifying and obtaining resource material as required
d) aid in identifying and obtaining resource people as required.

3.3 Administrative Support

a) analyze and write summaries of monthly reports
b) analyze and write summary reports on Participant Feedback questionnaire
c) Prepare and submit to the District Coordinator summary reports of project visits.

.../2

4. RESPONSIBILITIES

4.1 Work Relationships

a) work in close collaboration with the Human Resources Manager

Perform any other related tasks as assigned by the District Coordinator.

5. JOB REQUIREMENTS

Post secondary education or equivalent experience. Two years' work experience with a minimum of one year in a directly related field.

Fluently bilingual.

Approval: Program Director

ANNEX G

SELECTED PROJECT DESCRIPTIONS:
ONTARIO & QUEBEC REGIONS

Annex G

Selected Project Descriptions

Quebec Region

Beauport

This project, undertaken on the outskirts of Quebec City, comprised two phases. One group of volunteers built or renovated various buildings used by the handicapped at the Centre Hospitalier Robert Giffard. The second group participated in a varied range of activities at two specialized outdoor centres, the Centre Cité-Joie, intended primarily as a reception centre for the underprivileged, and "Le Saisonnier", a family recreation centre.

Louiseville

The volunteers' experience was typical of that of a small municipality in the Mauricie region. The projects carried out were numerous and of high quality, thanks to specialized supervision and a very dynamic Katimavik Sponsor Committee. A miniature village, built for local artisans, stands as a lasting tribute to the voluntary work of young Canadians. The 18 ft by 20 ft Village Artisanal Katimavik includes six houses and is located in the centre of Louiseville. Volunteers also built an outdoor bread oven according to a traditional design.

Volunteers also located, identified and restored various farm implements, using traditional techniques, which are on display in the Musée Agricole. The Comité Inter-Municipal de Loisirs also received help in renovating the arena, the baseball park, tennis courts and a cultural centre. Volunteers helped the Caisse populaire landscape the grounds of the church (lawn, flower beds and so forth). The young volunteers' work was also greatly appreciated by the elderly residents of the Foyer de Yamachiche.

Rouyn-Noranda

The project in north-western Québec was divided between the mining communities of Rouyn-Noranda and Évain.

In Rouyn-Noranda, volunteers worked on several sites, the most important of which was undoubtedly the water purification plant; they worked very hard to restore the city's water filtration reservoirs.

Volunteers also offered their services to the community radio, the Maison Pie-XII, the health food co-op, and the Maison Rouyn-Noranda, which serves the physically handicapped.

Volunteers also helped build various facilities in the parks, playgrounds and school yards. Others built bleachers, a tennis clubhouse and ball fields in preparation for the Championnats sportifs du Québec.

The municipality of Évain deserves special mention for the community sports and cultural centre it built with the help of local volunteers, joined by those from Katimavik. Outstanding results were achieved; volunteers were very pleased with their work, a tangible reminder of their participation, and their greatest reward.

Sault-Rouge (Lyster)

Human contact characterized the volunteers' sojourn this small village in the Bois-Francs region. The Sponsor Committee, chaired alternately by the mayor and a municipal counsellor, offered unfailing co-operation. In return, volunteers worked very earnestly and showed considerable initiative. They participated in work at the Centre de plein air Sault-Rouge, the municipal library, the recreation centre and worked for the parish in the cemetery.

At the Centre de plein air, the highlight of the project, volunteers were particularly well supervised by a skillful, understanding leader; they constructed a reception centre and a residence for nearly 80. A new Centre de plein air came into being thanks to Katimavik's participation. At the municipal library, volunteers were involved in all aspects of the library's operation, which enabled them to improve their knowledge of how such institutions are run. At the recreation centre, volunteers showed their greatest initiative while helping to renovate the building's exterior, build outdoor rides, and while taking part in the carnival.

Their participation in the carnival consisted of making particularly successful legendary characters. The Fabrique de Lyster was delighted by the presence of Katimavik. Volunteers renovated a traditional fence which would have disappeared without their efforts. It is estimated that volunteers provided labour worth more than $15,000, an amount which the Fabrique could never have afforded. Volunteers left Lyster happy and proud, leaving behind them tangible proof of their sojourn; they will be able to show these reminders of their efforts to their relatives, spouses, and children!

Saint-Camille

Saint-Camille, a typical little village in the Estrie region, has a mainly rural, entirely French-speaking population. What better way for volunteers, who felt like residents from the outset, to get completely involved!

The municipality and the Fabrique sponsored the projects; the latter included renovating the presbytery, the church and an historic monument in the cemetery.

Volunteers helped the municipality freshen up sports facilities, playgrounds and the skating rink, among others, and the fire station. The construction of a picnic area and stopping place, complete with tables, benches and so forth, something the municipal council has dreamed of for a long time, finally became a reality.

A full-time, volunteer leader oversaw each project; such supervision was largely responsible for stimulating the remarkable co-operation of Katimavik's young volunteers. Sponsorship and housing were of the utmost importance. Volunteers will long remember this charming little village in the Estrie region, thanks to its warmth and hospitality.

Annex G

Selected Project Descriptions

Ontario Region

Sioux Lookout

Sioux Lookout, 420 kilometers north west of Thunder Bay, hosted a Katimavik project to build a series of beautiful log cabins at Cedar Bay for the Sioux Lookout Community Centre Board. The largest cabin, a 12 sided two story structure, is a model of quality log construction. Participants also contributed to the repair of stands at two ball parks for the town, upgrading and repair of three community playgrounds, construction of a skating rink and many other projects.

La Vieille 17 (Hawkesbury, Plantagenet, Rockland)

Located in a French-speaking area along the Ottawa River and the border of the Province of Quebec, this project included the communities of Hawkesbury, Plantagenet and Rockland. For "Le Centre Culturel Le Chenail" of Hawkesbury, the largest part of the work project was to renovate and rebuild a 200-seat basement theatre. This included repairing fire damage, building the stage, making and hanging curtains and installing seats. Participants were also actively involved in all the activities organized by the Centre. The City of Hawkesbury required participants to landscape and prepare an island on the Ottawa River for public use. The "Centre rural de technologie appropriée du Collège Algonquin", an experimental centre on alternative technology located in Plantagenet, had participants working in a large garden experimenting with hybrids and helping conduct wood-burning and greenhouse experiments. In Rockland, participants renovated "La Ste-Famille Cultural Centre", a creative playground, and were involved in the preparation and presentation of the educational programs of the centre. Other projects included assisting the Town of Rockland in renovating municipal buildings.

Halton and Milton

The Town of Milton, just 40 miles west of Toronto, was host to two groups of Katimavik participants. For the Halton Region Conservation Authority, participants worked on a major archaeological excavation of a prehistoric Indian village and the reconstruction of that village on the same site.

The participants also helped develop a ski hill area, replanted a slope area destroyed by pollution, participated in a bird-banding operation, planted trees and shrubs, worked on a forest management program,

North by Northwest (Sachigo Lake, Red Lake/Madsen)

This project was located in three Northwestern Ontario communities. While living on McKenzie Island, some participants worked in nearby Red Lake as teachers' aides in the local schools. Other Katimavik volunteers maintained and expanded the network of trails and built two warm-up huts for the local Ski Club. The Harmony Centre Skills Unlimited Workshops provided participants with the opportunity to help handicapped persons in their workshop and the Red Lake Daycare Centre allowed participants to work closely in all aspects of child care. In Madsen, participants restored local recreational facilities such as the gymnasium, skating rink, curling rink and the community centre. Sachigo Lake, an isolated native community, is situated 200 miles north of the other two projects. Participants there built several docks, a playground and a historic park as well as assisting at the sawmill, the school and the radio station. The Sachigo project was a unique opportunity to observe and participate in the native culture.

Goderich (Goderich, Seaforth)

The Goderich Project combined two Southwestern Ontario towns. Goderich, is on Lake Huron, while the smaller town of Seaforth is 25 miles inland. Participants assisted at a school for the mentally retarded and at the Town Hall where records were to be documented. Also, improvements were made to the waterfront and parks. While working at the Huron County Pioneer Museum in Goderich, participants had the opportunity to learn more about the history of the region, as well as rope-making and candle-making. The Museum has an extensive collection of artifacts, machinery and antiques that had to be indexed, catalogued and prepared for exhibition. The Sponsors in Seaforth were the Van Egmond Foundation, the Public School and the Preschool Learning Centre. The Van Egmond Foundation was in the process of restoring a historic home on the outskirts of town where participants worked on the grounds and the interior and exterior of the house. At the Public School, Katimavik volunteers acted as remedial resource persons and teachers' assistants, and produced audio-visual learning material. At the Preschool Learning Centre, volunteers worked on the exterior and interior of the school and served as assistants.

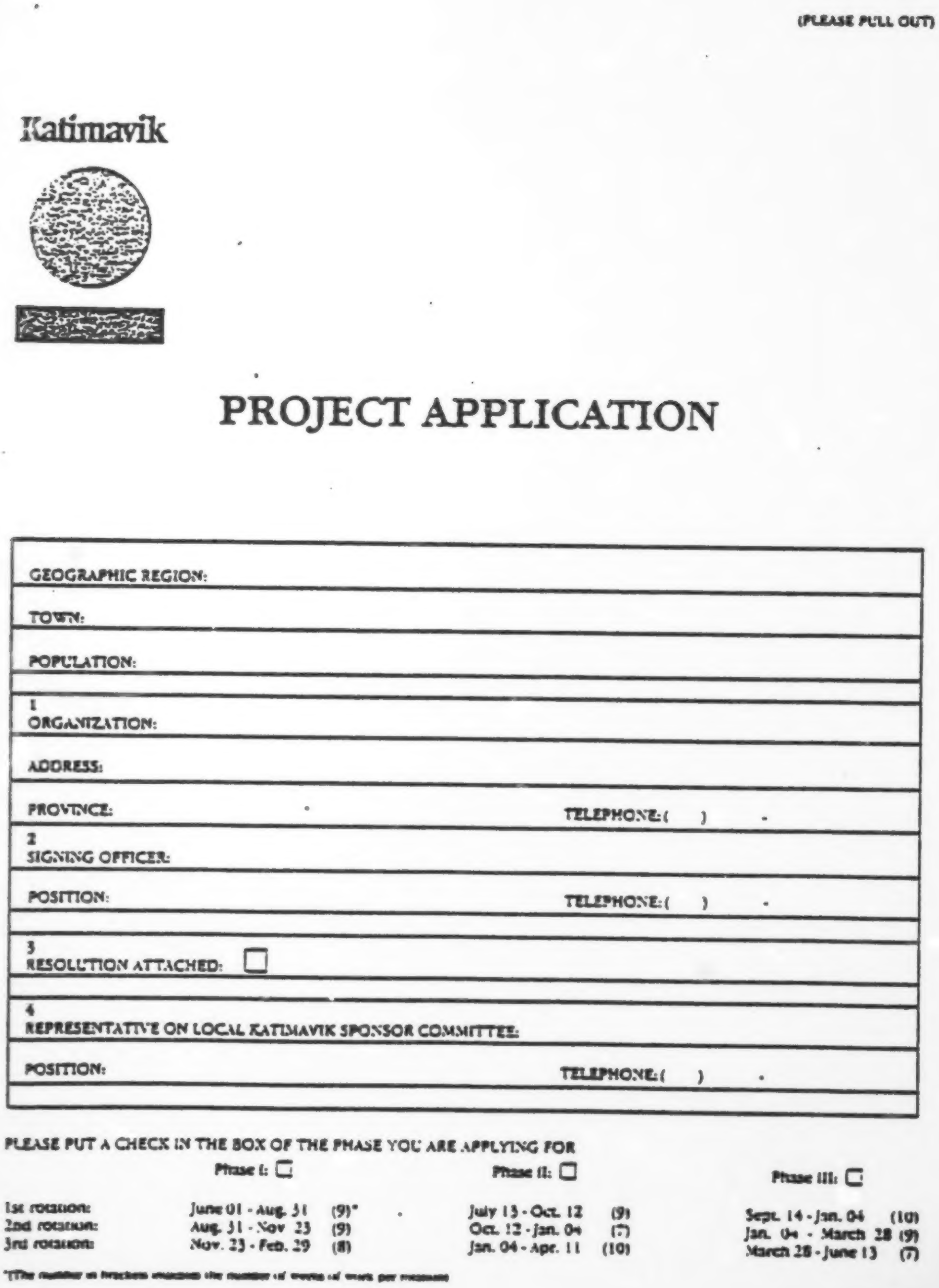
ANNEX H

KATIMAVIK SPONSOR PROJECT APPLICATION FORM

Annex H:

Katimavik Sponsor Project Application

This annex provides a sample of the Katimavik Project Application form to be completed by potential project sponsors.



(PLEASE PULL OUT)

Katimavik

PROJECT APPLICATION

GEOGRAPHIC REGION:
TOWN:
POPULATION:

1
ORGANIZATION:
ADDRESS:
PROVINCE: TELEPHONE:( ) -

2
SIGNING OFFICER:
POSITION: TELEPHONE:( ) -

3
RESOLUTION ATTACHED: ☐

4
REPRESENTATIVE ON LOCAL KATIMAVIK SPONSOR COMMITTEE:
POSITION: TELEPHONE:( ) -

PLEASE PUT A CHECK IN THE BOX OF THE PHASE YOU ARE APPLYING FOR

	Phase I: ☐	Phase II: ☐	Phase III: ☐
1st rotation:	June 01 - Aug. 31 (9)*	July 13 - Oct. 12 (9)	Sept. 14 - Jan. 04 (10)
2nd rotation:	Aug. 31 - Nov 23 (9)	Oct. 12 - Jan. 04 (7)	Jan. 04 - March 28 (9)
3rd rotation:	Nov. 23 - Feb. 29 (8)	Jan. 04 - Apr. 11 (10)	March 28 - June 13 (7)

*(The number in brackets indicates the number of weeks of work per rotation)

DESCRIPTION OF WORK ACTIVITY (See Guide Item #5 for explanation)	ESTIMATED			
	# days per week	# weeks of work	# workers per day	TOTAL WORK TIME
FIRST 3-MONTH ROTATION:				
SECOND 3-MONTH ROTATION:				
THIRD 3-MONTH ROTATION:				
				TOTAL

NAME OF WORK SUPERVISOR(S) who will be working directly with Katimavik participants: ____________________

OCCUPATION: ____________________

ADDRESS: ____________________

TELEPHONE: ____________________

COMMENTS (Please use additional pages if required) ____________________

SPONSOR COST SUMMARY (See Guide Item #6 for explanation)

ITEMS: SUPERVISION; TOOLS; MATERIALS; EQUIPMENT; TECHNICAL SERVICES; TRANSPORTATION; OTHER	ESTIMATED					
			DOLLARS			
	QUANTITY	UNITS	UNIT COST	TOTAL COST	MONEYS ALLOCATED	MONEYS PENDING
COMMENTS (please use additional pages if required)		TOTALS				

PUBLIC LIABILITY INSURANCE (MINIMUM $1,000,000) (See Guide Item #7 for explanation)

PLEASE ATTACH LETTER OF UNDERTAKING OR COPY OF "CERTIFICATE OF INSURANCE"

(If a Letter of Undertaking only is attached to this application, a copy of a "Certificate of Insurance" must be forwarded upon formal approval of the project).

COMPANY ______________________

ADDRESS ______________________

____

POLICY NO. ______________________

EXPIRY DATE ______________________

AMOUNT ______________________

COPY OF CERTIFICATE OF INSURANCE ATTACHED ☐ (WITH ALL REQUIRED DETAILS)* OR LETTER OF UNDERTAKING ATTACHED ☐

FOR OFFICE USE ONLY

Project Approval (date) ______________________ Receipt of Certificate of Insurance (date) ______________________

Katimavik provides volunteers and staff, as well as the cost of transportation to your community, room and board and personal expenses for its volunteers. The participants in Katimavik, as volunteers, are not Katimavik employees. Katimavik undertakes to involve the participants in the activities of approved project submissions but does not guarantee a professional level of skill or experience nor that the project will be completed.

The activities in which Katimavik participants are to be involved are described above. Any changes thereto must be agreed upon between the sponsor and Katimavik, provided however, that Katimavik may modify the work schedule with prior notification in order to make possible the achievement of its internal program objectives.

Katimavik reserves the right to withdraw from a project which violates the law or Katimavik's internal policies or does not conform to the information provided above.

The approval of the project submission is subject to a decision by the National Executive Committee of OPCAN-Katimavik and its contingent upon a formal letter of approval signed by the Executive Director.

The undersigned sponsor certifies that it has and warrants that it will maintain non-profit status during the project, that the proposed activities will not result in any financial or material gain to an individual or company and that the Katimavik volunteers will neither replace nor displace any salaried personnel as a result of the acceptance of this proposal.

The sponsor warrants that it has obtained all required permits or authorizations, as well as all required resolutions of any bodies or organizations concerned, to ensure that Katimavik may undertake the project and the sponsor represents to Katimavik that the activities undertaken in relation to the project, as well as the project itself, will not violate any applicable laws or regulations.

The project sponsor understands that it will be required to provide all supplies, materials, tools, equipment and on-site supervisory personnel, as outlined in the Sponsor Cost Summary as well as the insurance coverage described in the Project Application and Guide.

The project sponsor recognizes that funds required to provide supplies, materials, tools and equipment, on-site supervisory personnel and other items, as outlined in the Sponsor Cost Summary, are not to be contingent on grants or other conditional arrangements unless Opcan-Katimavik has been satisfied that funds will be available in time to meet the sponsor's financial obligations and has specifically given its approval thereto.

The project sponsor undertakes to provide valuable work experience for Katimavik volunteers and to strive to attain this goal by working in close cooperation with Katimavik staff.

The undersigned has reviewed the proposal with a Katimavik representative and acknowledges that all information presented is accurate and complete.

The sponsor hereby holds harmless and indemnifies and will defend Katimavik against any and all claims, or damages, in relation to the project and releases Katimavik from any claim with respect thereto.

Sponsoring Organization: ______________________________

Date

per: ______________________________

Signing Officer

ANNEX I

KATIMAVIK PROJECT SPONSOR QUESTIONNAIRE

Annex I:

Katimavik Project Sponsor Questionnaire

This annex presents a sample of the Katimavik Sponsor Questionnaire (1982). The questionnaire provides sponsors an opportunity to evaluate the Katimavik experience in terms of participant performance, project operations, staff relations, capital improvements and future possibilities.

Katimavik uses the responses to the Sponsor Questionnaire to monitor the level of satisfaction with the program and its operations and to identify possible areas for improvement.

Katimavik

SPONSOR QUESTIONNAIRE

DATE: ______________________________

PROJECT: ______________________________

ORGANIZATION: ______________________________

REPRESENTATIVE: ______________________________

TELEPHONE #: ______________________________

SECTION A (Participant performance)

1 Please estimate the average number of Participants who worked each day ____________

and the total number of weeks worked ____________

2 Please rate the following in terms of Participant performance:

	Very Poor	Poor	Fair	Good	Very Good
Dependability (punctuality, attendance)	1	2	3	4	5
Responsibility	1	2	3	4	5
Overall Attitude (negative / positive / anthusiastic / etc.)	1	2	3	4	5
Quality of work performed	1	2	3	4	5
Personal Appearance	1	2	3	4	5
Your overall satisfaction with the experience	1	2	3	4	5

3 Please comment on any of the above:

____

____

____

____

4 How did Participants perform? (Did they complete assigned tasks? Initiate or implement ideas? Meet regular responsibilities?)

____

____

____

____

5 How do you feel Participants benefitted from working in your setting? (ie. did they learn new skills, etc.)

____

____

____

____

SECTION B (Project operations)

1 Was the project on schedule? Any difficulties in the completion of the work originally proposed? (ie. lack of materials, delay in delivery, etc.)

____

____

____

____

2 How effectively were Participants supervised by your staff? (ie. did your staff assign tasks, review work, observe, talk on a one to one basis, etc.)

____

____

____

____

3 How did your organization benefit from Katimavik?

4 To what extent did Katimavik meet your expectations?

SECTION C (Staff relations)

1 Please comment on staff relations between Katimavik (Coordinator and Group Leaders) and your organization. (accessability, reliability, initiative, helpfulness)

2 Were you sufficiently prepared in your initial meetings with Katimavik to assume your responsibilities as a Sponsor? (Please explain)

SECTION D (Future possibilities)

1 Would you use Katimavik again? ☐ YES ☐ NO

2 If you were to have another Katimavik project, what changes would you make?

3 Please include any other comments or recommendations.

KATIMAVIK PROJECT COST AND LABOUR ANALYSIS

NAME OF ORGANIZATION: ______________________ YEAR ________ PHASE ________

SPONSOR COST ANALYSIS		
Items to be included:	QUANTITY	TOTAL COST
SUPERVISION:		
TOOLS:		
MATERIALS:		
EQUIPMENT:		
TECHNICAL SERVICES:		
TRANSPORTATION:		
OTHER:		
	TOTAL $ INPUT	

COMPLETED CAPITAL VALUE $______________ (A)
INITIAL CAPITAL VALUE $______________ (B)
CAPITAL IMPROVEMENT $______________ (A − B)

KATIMAVIK WORKING WEEKS

# days per week	# weeks of work	# workers per day

SPONSOR USE

# days per week	# weeks of work	# workers per day

OFFICE USE ONLY

It is quite possible that Katimavik volunteers worked on physical projects which do not lend themselves to arriving at a capital improvement dollar value. ie. cutting cross country ski trails, cutting deer yards in the bush, etc. If the work we did for your organization was of this nature, please indicate below the nature of the project and list the major points. ie. the participants cut 15 km. of cross country ski trails for our club.

SIGNATURE OF REPRESENTATIVE: ______________

DATE: ______________

ANNEX J

HISTORIC KATIMAVIK PROGRAM DATA

Annex J:

Historic Katimavik Program Data

	KATIMAVIK PROGRAM YEAR						
	I	II	III	IV	V	VI	VII (Forecast)
A. Personnel							
(1) OPCAN	50	50	58	54	52	111	114
(2) Field Staff	120	148	156	120	150	134	138
(1+3) Total	170	198	214	174	202	245	252
B. Projects (*)							
(1) Civilian	30	37	39	30	30	138	135
(2) Military	1	2	3	3	9	6	9
(1+3) Total	31	39	42	33	39	144	144
C. Participants							
(1) Applicants	3,500	3,500	1,861	2,110	5,250	8,275	6,900
(2) Participant Positions	1,000	1,287	1,386	1,763	1,287	1,650	1,728
(3) Participants Completing	818	978	1,034	763	977	1,403	1,296
D. Budget							
Expenditures ($millions)	8.4	9.1	10.6	12.0	13.3	15.8	18.6
(1) Program Year Average per Project ($000)							
(2) - Civilian	—	$147	$161	$186	$192	$ 75	$ 78
(3) - Military	—	264	239	302	328	109	116
(4) - Travel	—	19	18	21	23	11	12
Cost per Participant (D1/C3)	$10,269	$9,305	$10,251	$15,727	$13,613	$11,262	$14,352

*Note: In Year VI, the size of Katimavik project groups was changed from 33 to 11-12 participants.

Source: OPCAN/Katimavik Program Data (Montreal)